

# How Do You Expect Me To Teach Reading and Writing? Teacher Handbook



A TOOL BOX OF LITERACY STRATEGIES FOR  
CAREER AND TECHNICAL EDUCATION TEACHERS



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NC CTE COMPREHENSIVE SUPPORT MODEL

*To be literate in CTE classes,  
students must learn how to use language processes  
to explore and construct meaning with texts.*

*When students put language to work for them in CTE classes,  
it helps them to discover, organize, retrieve, and elaborate  
on what they are learning.*

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# Concept Ladder

**What do you hope to get out of today's workshop?**

**Concept:**

*Literacy Strategies for the  
CTE Classroom*

**6. I will consider this a  
worthwhile workshop if. . .**

**5. When will you use it?**

**4. Where will you use it?**

**3. How will you use it?**

**2. What do you hope to learn today?**

**1. Why are you here?**

# **North Carolina's CTE Performance Indicators**

## **Carl D. Perkins Career and Technical Education Act of 2006**

### **1. Academic Attainment: Reading/Language Arts**

By 2008-2009, 35.2% of CTE concentrators who left secondary education in the reporting year will have met the proficient or advanced level on the statewide high school reading/language arts NCLB assessment.

### **2. Academic Attainment: Mathematics**

By 2008-2009, 71.2 % of CTE concentrators who left secondary education in the reporting year will have met the proficient or advanced level on the statewide high school mathematics NCLB assessment.

### **3. Technical Skill Attainment**

By 2008-2009, 68.25% of CTE participants will have met the proficient or advanced level on statewide post assessments in the reporting year.

### **4. Secondary School Completion**

By 2008-2009, 86.10% of CTE concentrators leaving secondary education in the reporting year will have earned a diploma.

### **5. Student Graduation Rates**

By 2008-2009, 68.2% of CTE concentrators will count as graduated in the state's computation of its cohort graduation rate for NCLB.

### **6. Secondary Placement**

By 2008-2009, 94.15% of CTE concentrators who left secondary education in the previous school year will be in postsecondary education or advanced training, in military service, or in employment.

### **7. Nontraditional Participation**

By 2008-2009, 25.58% of participants in a course that leads to nontraditional employment are of the nontraditional gender.

### **8. Nontraditional Completion**

By 2008-2009, 19.45% of the students who completed a program that leads to employment in nontraditional fields are of the nontraditional gender.

# The Challenges of Reading and Writing in the CTE Classroom

## Technical Literacy: The Need

One aspect of technical literacy—the ability to read, understand and communicate in the language of a technical field—is increasingly important to workplace success. Today's high-performance work environments demand employees who can read, gather and analyze information from many sources to solve problems, and meet customer needs.

Unfortunately, most CTE programs do not emphasize technical reading and writing skills. On the most recent *High Schools That Work (HSTW) Assessment*, too few students said they were asked to read and write to complete CTE assignments. Only one-third said they'd been asked to prepare a written report or research paper once a semester. Fewer than half—46%—were asked to read a career-related article at least once or twice a month.

When CTE teachers make frequent reading and writing assignments, students' reading scores improve as does their technical knowledge and ability to become independent, continuous learners. Students who experienced moderate to intensive emphasis on reading and writing in their academic and CTE classes had reading scores significantly higher than students in classes with little emphasis.

## Challenge # 1: Ping-Pong Reading

Many text materials overemphasize reading for details or literal understanding. When answering questions of this sort, students soon realize they can skim a text, locate clues like bold-face vocabulary, and then copy down definitions and pertinent details which follow. Students can satisfactorily complete assignments of this nature without careful reading or truly learning the new material. These students interact with a text for the minimal amount of time necessary to complete the assignment. Frequently, they engage in “ping-pong” reading: glancing at a question, skimming for the answer, checking the next question, moving back to the text for more skimming and so on. **In essence, they read to “get it done” rather than read to learn.**

Students who use ping-pong reading often complain that they are poor test-takers, even though they experience no difficulty completing homework. In reality, they were able to work through assignments without learning, leaving them unprepared for testing on the material.

## Challenge # 2: Mindless Reading

Another indicator of ineffective reading occurs when students dutifully “read” an assigned passage, but do not think about what is being communicated. Their eyes may be looking at the print and they may indeed be reading words, but the thinking process is absent. They may tell a teacher, “I read it, but I didn't understand it!” Clearly, their reading did not result in learning; as a result, frustrated teachers lose confidence in student independent reading. Instead, teachers may resort to other means, such as lecturing or class presentations, to explain “what the book said.” **Students soon realize that they really do not have to rely on their personal reading to be successful because the teacher will tell them everything they will need to know.** They do not develop independent reading and learning behaviors and therefore become limited learners dependent on the teacher as the sole information source.

## Challenge # 3: Forgetful Reading

A third problem is how quickly students forget what they read. **Because many students are not connecting to personal knowledge--posing questions as they read or predicting, inferring, and synthesizing--they are engaging in superficial reading.** As a result, much of what they read “doesn't stick.” Students may hand in homework, but learning remains tenuous at best. Many will have trouble relating reading assignments to class discussions and will struggle with tests. Even students who perform satisfactorily on exams may forget much content in a short time.

Because students do not employ literacy strategies involving deeper processing of course content, information never proceeds beyond “working memory,” (learning retained for a short period and then discarded). Obviously, teachers want important concepts and information wired into the student's long-term memory, becoming permanent knowledge, influencing perception and understanding of the world.

# Summarizing Strategies

## “The Challenges of Reading and Writing in the CTE Classroom”

**Group 1:** Read “Technical Literacy: The Need” and summarize using the GIST Strategy. (Generating Interactions Between Schemata and Texts)

1. Read the first paragraph and summarize the content in 20 words or less.

2. Read the second paragraph and summarize the first two paragraphs together in 30 words or less.

3. Read the third paragraph and summarize the entire passage in 40 words or less.

**Group 2:** Read “Challenge # 1” and use the Paraphrase Strategy.

**Group 3:** Read “Challenge # 2” and use the Read, Pair, Share Strategy.

**Group 4:** Read “Challenge # 3” and use the Write, Pair, Share Strategy.

## **Part 2: Reading in CTE Classes—3 Important Questions**

### **1. Why are some of our students struggling with reading?**

Struggling adolescent readers often display the following learning behaviors when engaged in content-reading tasks:

- Unable to see how the text message connects to them
- Erratic in their abilities to find details that support big ideas or concepts
- Unable to restate ideas from text in their own words
- Physically active while reading silently—rocking, twisting hair, biting nails, sub-vocalizing, looking around at others for cues, putting their faces too close to text or heads down
- Unable to retrieve and use vocabulary related to content—no understanding of synonyms, antonyms, or multiple meanings
- Only producing short answers, both orally and in writing, when demonstrating comprehension of text or extending meaning to original ideas
- Confused by graphics—maps, charts, tables, pictures--and cannot see the relationship of the graphic to the text
- Not organized when reading text—they cannot see how text organization (paragraphs, chapter, headings, sidebars) assists with understanding the message
- Not initiating independent reading—no use of magazines, books, even computer sites
- Hard or impossible to motivate—they see no value for reading, or think they are too far behind to be helped.

### **2. Why can't some of our students read?**

- Content-area teachers don't think incorporating reading is their job.
- Teachers aren't held accountable for their students' literacy development.
- Less is expected of students in lower-track English classrooms.
- "Teacher telling" is the most common method of instruction.
- Good readers read more; poor readers read less.
- Students need help before, during and after reading.
- Some students need extra help.
- The assigned reading does not interest students.
- The right materials aren't available.

### **3. Do our CTE textbooks contribute to the problem?**

Although there is much variation in the nature of Career Technical Education (CTE) texts, many involve an explanation of steps to be followed to accomplish a specific task. Materials used in CTE courses range from textbooks to technical manuals to actual documents used in the workplace. These texts frequently follow a goal/action/outcome structure as students read to follow directions or to learn a process or procedure. Often students read to apply knowledge, to understand equipment operations, to make an item, or to create work of some nature.

Technical textbooks are often straightforward descriptions that do not attempt to motivate a reader. Instead they may just "present the facts." In addition, these texts contain an extensive array of technical vocabulary that may be unfamiliar to people outside the field. As the technology becomes more advanced, so does the language. Students must develop effective routines to become confident users of the new terminology.

## 3-2-1- Response Strategy

### “READING IN CTE CLASSES: Three Important Questions”

1. Read “Why are some of our students struggling with reading?” Write down the 3 reasons you agree with most. (Be prepared to justify your answer.)

**1**

**2**

**3**

2. Read “Why can’t some of our students read?” Write down 2 reasons you agree with most. (Be prepared to discuss why you chose these 2 reasons.)

**1**

**2**

3. Read “Do the CTE textbooks contribute to the problem?” Make one comment about CTE textbooks.

**1**

# READING IN CTE CLASSES: What Can We Do?

## Schools can . . . .

- Provide professional development and encourage teachers to consider benefits of using content literacy strategies.
- Eliminate lower-track courses; expect all students to take rigorous college-preparatory courses and provide extra student support where needed.
- Provide instruction emphasizing more reading: teaching strategies for planning, organizing, completing and reflecting on content; and peer interaction.
- Expect students to read broadly in content-area classes, encompassing all genres and formats.
- Offer on-going professional development enabling teachers to learn appropriate strategies fitting content requirements.
- Study various intervention models and select one or more that best meet students' needs.
- Offer students a mix of required reading materials and some they choose themselves.
- Reconsider how funds for reading materials are allocated; include more purchases beyond textbooks.

## CTE teachers can ask students to:

- Read and research technical materials daily.
- Keep portfolios listing books and articles that the student has read and reports and projects that he or she has completed.
- Work on a year-long project in which they research a topic such as making plans for starting a business. Another example would be to research the history of the career field in terms of technology, preparation, changing methods, etc.
- Read newspapers, newsletters and journals to find articles related to what they are studying.
- Create different types of graphs. For example, students in FACS can analyze career paths, create a graph and write an article about emerging careers in the field.
- Make a persuasive speech. For example, HOE students can conduct research, write a report and make a speech on whether or not the government should regulate antibacterial products.
- Read books and/or articles from a list developed by CTE teachers. For example, students in FACS might read Harper Lee's "To Kill a Mockingbird" to study family dynamics. HOE students could read Robin Cook's novels, Echo Heron's "Intensive Care: The Story of a Nurse," or Abraham Vershese's "My Own Country: A Doctor's Story."
- Complete a major project each semester that will include research, a product or service, and an oral presentation. Students in any CTE program area can do a research paper on emerging technology and give an oral presentation. Grades will be given in both English/Language Arts and a CTE class.
- Complete a college-preparatory Language Arts curriculum.

## Students can:

- Read carefully and make sure each sentence makes sense.
- Summarize what they read in their own words.
- When they encounter a difficult word, try thinking of easier words that mean the same thing and substitute.
- Talk over what they read with a partner to ensure they got it right, and to clear up anything they don't understand.
- Be on the lookout for things the author thinks they already know, and things they have learned in their CTE class before.
- "Read" with a pencil--underline the important points and reread each section after they underline.
- Make their own definitions for key terms and keep them in a section of their notebooks.

# Three-Column Note-Taking Strategy

Read “Reading in CTE Classes: What Can We Do?” Jot down key points in the appropriate columns.

Schools can:	CTE Teachers can:	Students can:

# Read Aloud

I cdnuolt blveiee taht I cluod aulacity uesdnatnrd waht I was rdgnieg.

The phaonmneal pweor of the hmuan mnid.

Aoccdrnig to rscheearch at Cmabrigde Uinervtisy, it deosn't mtt aer inwaht oredr the ltteers in a wrod are, the olny iprmoatnt tihng is taht the frist and lsat ltteer be in the rghit pclae.

The rset can be a taotl mses and you can sitll raed it wouthit a porbelm.

This is bcuseae the huamn mnid deos not raed ervey lteter by istlef, but the wrod as a wlohe.

Amzanig huh?



# Context Clues

## Di Tri Berrese

Unas appona taim uas tri berrese: mamma berre, pappa berre, e bebi berre. Live inne contri nire foresta. NAISE AUS. (No mugheggia.) Uanne dei pappa, mamma, e beibi go tooda bice, onie, a furchette locche di doore.

Bai enne bai commese Goldilocchese. Sci garra nattinghe tu do batte maiche troble. Sci puscie olle fudde daon di maute; no live cromme. Den sci gos appesterrese enne slipse in olle beddse.

LEIEI SLOBBE!

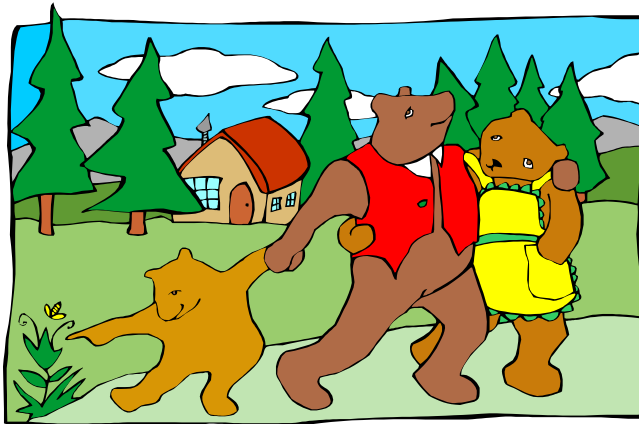
Bei enne bai commese omme di tri berrese, olle sonnebronnde, enne send inne scius. Dei garra no fudde: dei garra no beddse. En ura dei goine due to Goldilocchese? Tro erre inne strit? Colle Puissemenne?

FETTE CIENZE!

Dei uas Italien Berrese, erne dei slippe onna florre.

Goldilocchese stei derre tri uicase; itte aute ausenomme, en guiste bicosse dei eshe erre tu meiche di beddse, sci sei, "Go to elle," enne runne omme, criane to erre mamma, tellen erre uat sanificese di tri berrese uer.

Uatsiuse? Uara iu goine du—go comliene sittiolle?



## **Thumb Thongs 2 Thing**

(<http://www.justanyone.com/allanguish.html>)

### **Freyer Jerker**

Fryer Jerker  
Fryer Jerker  
Dormer-view?  
Dormer-view?  
Sunny lay martini  
Sunny lay martini  
Drink, drank, drunk.  
Drink, drank, drunk.

### **Alley Wetter**

Alley wetter,  
Jaunty alley wetter,  
Alley wetter  
Shutter plumber ray.  
Shutter plumber railer tat  
Shutter plumber railer tat  
Ale a tat, ale a tat  
O, alley wetter, jaunty alley wetter,  
Alley wetter, shutter plumber ray.

### **Door Oil Gory Mayor**

Odor oil gory mayor,  
Shay ant washy oyster bay  
Ant washy oyster bay,  
Ant washy oyster bay!  
Door oil gory mayor,  
Shay ant washy oyster bay  
Money lung yares a gore!

### **Hormone Derange**

O gummier hum,  
Warder buffer-lore rum  
Enter dare enter envelopes ply,  
Ware soiled'em assured  
Adage cur-itching ward  
An disguise earn it clotty oil die.

Harm, hormone derange,  
Warder dare enter envelopes ply,  
Ware soiled'em assured  
Adage cur-itching ward  
An disguise earn it clotty oil die.

### **Hive Ban Walking Honor Roil Rut**

Hive ban walking honor roil rut  
Oiler laugh lung dare;  
Hive ban walking honor roil rut,  
Jester pester tam aware.

Conjure herder weasels blurring,  
Blurring sore oily inner moan?  
Conjure herder chaldron shorting,  
Diner want chew blur debt hone?

### **Tea Ant! (The End!)**

## Part 3: WRITING IN CTE CLASSES

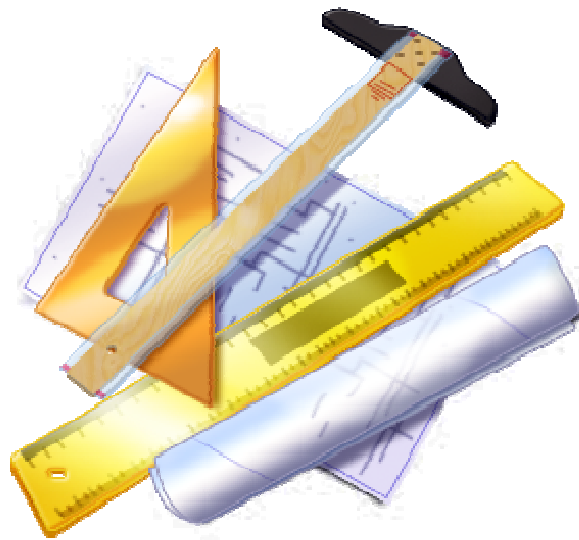
Type	Examples
<b>Writing-to-Learn</b>	<ol style="list-style-type: none"> <li>1. Response Journals are student responses to reading, viewing of a video or film, experiencing a lesson, observing an experiment, taking a field trip or listening to a great speaker.</li> <li>2. Learning Logs have regular student entries, which can include reflections on homework, responses to reading, responses to specific teacher prompts, reflections on the process of learning, notes on content studied, research notes or observations.</li> <li>3. Writer's Notebooks contain observations, memories, favorite quotes, personal experiences, responses to literature, family stories or descriptions of scenes.</li> <li>4. Exit Slips are brief student responses to learning experiences written before leaving class. Students might state two things they have learned, two questions they have or one of each. Students hand in the slips before leaving class.</li> <li>5. Admit Slips are similar to exit slips, but students give them to their teacher at the beginning of class. They may reflect students' experiences with homework assignments from the previous night or response to a prompt. Teachers collect and respond to these at the beginning of class to clarify homework issues and to set up the lesson for the day.</li> <li>6. Inquiry Logs are notes about explorations, experiments and interviews during an inquiry process. Students record notes on learning, responses to learning, reflections on the inquiry and questions raised in their mind.</li> </ol>
<b>Writing-to-Demonstrate-Learning</b>	<ol style="list-style-type: none"> <li>1. Academic Paragraphs are formal paragraphs with a topic sentence, body sentences and a concluding sentence, often written in response to a teacher's prompt. Students can demonstrate the ability to compare and contrast, describe a scene, predict an outcome, discuss a topic, analyze a character or support an opinion.</li> <li>2. Academic Essays incorporate an introductory paragraph ending with a thesis statement. They have a minimum of three body paragraphs, a concluding paragraph and are often written in response to teacher's prompt.</li> <li>3. Open-Response Questions assess students' abilities to apply their knowledge of content and concepts to new situations.</li> <li>4. Lab Reports are write-ups associated with laboratory experiments performed by students.</li> <li>5. Creative Tasks designed by students allow them to demonstrate their knowledge of content in a more flexible way than structured academic formats.</li> <li>6. On-Demand Writing requires student response to a "general knowledge" prompt in a timed situation. Rather than testing knowledge in a particular content area, this kind of writing usually assesses students' abilities to focus on the prompt, develop ideas, adhere to standard academic form, compose effective sentences, use language appropriately and demonstrate knowledge of the conventions of standard written English.</li> </ol>
<b>Authentic Writing</b>	<ol style="list-style-type: none"> <li>1. Articles can include feature articles, scientific journal articles and "how-to" articles.</li> <li>2. Editorials and Letters to the Editor expressing an opinion on a current issue can be written.</li> <li>3. Speeches can be delivered to specific audiences for stated purposes.</li> <li>4. Letters can be produced to persuade specific audiences.</li> <li>5. Proposals are formal requests for action accompanied by needed documentation, such as rationales, plans and cost factors. One example is a work order.</li> <li>6. Reviews can be written on books, games, media events, cultural events, products, movies work of art or restaurants.</li> <li>7. Memoirs focus on the relationship between the writer and a person, place, animal or object.</li> <li>8. Personal Essays develop ideas by making references to multiple events in the writer's life.</li> <li>9. Poems can include free verse, lyric, and narrative forms.</li> <li>10. Short Stories should contain a focus on theme, characterization, plot development, and setting.</li> <li>11. Plays and Scripts should focus on the writer's message, characterization and plot development through dialogue and stage directions.</li> <li>12. Business Plans are proposal for jobs or project in the field students are planning to enter.</li> <li>13. Resumes and Cover Letters for part-time jobs, scholarships or college admissions can be prepared.</li> <li>14. Evaluations of products or services, often a basis for a proposal can be written.</li> </ol>

## **WRITING IN CTE CLASSES: What Can Teachers Do?**

1. Be writers themselves. Develop the pieces they expect their students to write and share what they write with their students.
2. Create a writing environment by making writing an integral part of instruction.
3. Provide opportunities for students to experience all three types of writing (writing-to learn, writing-to-demonstrate-learning and authentic writing) and help students understand the differences in the three types.
4. Provide class time for students to work on their writing.
5. Provide resources such as reference materials, magazines, newspaper, dictionaries, thesauruses, graphic organizers and supplies for drafting and publishing.
6. Connect reading experiences across the curriculum with writing by pointing out strategies writers in various disciplines use, such as types of leads, idea development strategies, format concerns or types of conclusions.
7. Gather models of writing that professionals in their field produce and share with students.
8. Give students choices about their writing task, especially in authentic writing.
9. Invite students to write to authentic audiences for authentic reasons about which they truly care.
10. Help students analyze their intended audiences for authentic pieces, anticipating the reader's questions and knowledge level.
11. Provide students with prompt feedback about content as well as mechanics.
12. Focus on content before mechanics—value what students write.
13. Help students develop the technical language and style of typical content-area publications.
14. Analyze student work to determine instructional requirements and make adjustments as needed.
15. Read professional literature about teaching students to be writers.

# Tools for Teaching

## Literacy



# Glossary of Literacy Strategies

	Strategy	Description
1	Alphaboxes	Using letters of the alphabet, students brainstorm as many ideas relating to a topic as possible and record them in the <b>Alphaboxes</b> .
2	Acrostic	An <b>Acrostic</b> is a strategy that requires the students to write a word or phrase for each letter of a word from an article or unit of study. The words must relate to the topic.
3	Activity Search	An <b>Activity Search</b> is a strategy that allows students to scan selections of reading materials to find specific information. As they scan, they eliminate information that is not central to their purpose and only read information that is relevant to the topic of the search. This reinforces for students one of the purposes of fluent reading—that is, to be able to scan and use print information to meet a specific goal or purpose.
4	Affinity	The <b>Affinity</b> strategy is used to have students find things that elements have in common, or affinities. Students read an assigned passage and write the details they remember from their reading onto sticky notes. After reading, they form groups and, without talking, attach their notes to one sheet of chart paper. Still without talking, they begin to move notes around on the paper, placing those that are similar close together. Next, they begin to talk about why they grouped certain notes together and think of titles for the groupings, or categories. They record category titles on the chart paper.
5	Analogy Statements	With <b>Analogy Statements</b> , students complete a written assignment such as: _____ (concept being studied) is like _____ because . . . .
6	Anticipation Guides	An <b>Anticipation Guide</b> is a type of study guide that forecasts the major ideas of a passage through use of statements that activate students thought and opinions.
7	BDA Reading Framework	The <b>BDA</b> strategy works with any reading assignment. The teacher can give students a three-column handout with the headers “ <b>B</b> ” for “ <b>Before Reading</b> ,” “ <b>D</b> ” for “ <b>During Reading</b> ,” and “ <b>A</b> ” for “ <b>After Reading</b> ,” or students can make these columns on their notebook paper. Have students write in column “B” a question they’d like answered, what they expect to read about, or something they hope to learn from what they are about to read. Have them write in column “D” something specific that they plan to think about and look for during reading. Have them write in column “A” something they learned from the reading and process why the information is important and now it can be applied.
8	Bell Work (Early Work)	<b>Bell Work</b> is a short assignment that must be started before the bell rings. This strategy is a good way to help students focus on a reading, writing, or math assignment related to the topic of the lesson.
9	Bookmarks	<b>Bookmarks</b> are for students to use while they are reading to record interesting or unusual words, questions that come to mind as they read, or for recording boldfaced terms they may not be familiar with. They can use the back of the bookmarks to record definitions or answers to their questions.
10	Cause and Effect (Problem & Solution)	The <b>Cause and Effect</b> strategy helps students see connections between causes and their effect and/or problems and their solutions.
11	Class Presentation	<b>Class Presentations</b> are a great way for students to make meaning of new information. Organize investigative reporting teams to gather information. Assign a team facilitator. Brainstorm sources of information and assign individual tasks. Gather information, reassemble teams to plan slides, decide on method of delivery, and assign speaking parts.
12	Cloze Procedure	The <b>Cloze Procedure</b> makes predictions about words. Selected words are left out of a text so the reader uses various cueing systems to predict the missing words. (Sometimes referred to as “ <b>Context Clues</b> ”)

	Strategy	Description
13	Comparison and Contrast Chart	<b>Comparison and Contrast Charts</b> provide a way for students to compare two or more concepts by looking at similarities and difference.
14	Concept Circles	<b>Concept Circles</b> are circles divided into four sections. Each section contains a word or phrase students are going to study or have studied about a topic. Students are asked to explain the connection between the words.
15	Concept Definition Map	A <b>Concept Definition Map</b> is a graphic organizer that helps students learn key concepts and develop new vocabulary. Students learn meaning of terms from their text by asking questions about the terms to find meaning, details, comparisons, and characters in the text. (study guides and memory aids)
16	Concept Ladder	A <b>Concept Ladder</b> is an advance organizer used to help students develop questions that will guide their reading and understanding of a text. Students develop a question for each run of the ladder based on their existing background knowledge and/or a common reading experience around a concept. These questions then help establish a purpose for reading.
17	Contextual Redefinition	During a <b>Contextual Redefinition</b> activity, students are given a set of key words from an upcoming text. First, they predict the definition based on background knowledge and word parts. Then students are given sentences or passages and asked to use context clues to determine meanings. Finally, after instruction, meanings can be further clarified and/or extended.
18	Cornell Note-Taking	<b>Cornell Note-Taking</b> is a systematic process for taking notes during reading or viewing, analyzing the notes to form questions the notes would answer, and using the notes and questions to summarize the important ideas presented.
19	Crossword Puzzles	<b>Crossword Puzzles</b> reinforce vocabulary and definitions.
20	Directed Reading/Thinking Activity	The <b>DR/TA</b> is similar to a K-W-L, but has four sections. The first 3 are filled out <u>before reading</u> : What I Know, What I Think I Know, What I Think I'll Learn. The fourth is done <u>after reading</u> : What I Know I Learned.
21	Double Entry Diaries	A <b>Double-Entry Diary</b> is an "access tool" that students can use to hold their thinking. Access tools help students slow down as they read and begin to track their thinking.
22	Fast Write (Quick Write)	A <b>Fast Write</b> is a short written response. The teacher is trying to help students connect or show that they know about a topic and looking for evidence of thinking, not correct grammar, punctuation, or mechanics. Usually a Fast Write will take 3-5 minutes. Fast Writes can be written on index cards, sticky notes, recycled strips of paper, or a designated section in a student's notebook.
23	Fishbone (Herringbone)	A <b>Fishbone</b> is a graphic organizer strategy that helps students identify and organize relationships between causes and effects. The key event (or the effect) is the "head" of the fishbone, and the causes of the event make up the "bones" or categories.
24	Flow Chart	A <b>Flow Chart</b> is a graphic organizer used to illustrate the "flow" or sequence of events or steps in a process.
25	Foldables	<b>Foldables</b> are graphic organizers that help students organize, display, and arrange information, making it easier for students to grasp new concepts and master skills.
26	Frayer Model	The <b>Framer Model</b> is a graphic organizer which contains four compartments for recording information related to a concept. The four are: definitions, characteristics, examples, and non-examples.
27	Gallery Walk	A <b>Gallery Walk</b> is similar to a person walking through an art gallery looking at paintings. In the classroom, however, students will be looking at student work that might be in the form of a poster, chart, paper, or other format. Gallery Walks are most effective when the teacher gives students a task to do as they look at other student work. For example, the teacher might want students to take notes or give feedback to the writer(s) on a sticky note.

	Strategy	Description
28	GIST	<b>GIST</b> is an acronym for <b>Generating Interactions between Schemata and Texts</b> . This strategy was developed to help students learn to write organized and concise summaries of their reading. The task is to write a summary of the problem in 12 words or less. The student identifies the 12 most important words needed to solve the problem and capture the “gist” of the problem.
29	Graphic Organizers	A <b>Graphic Organizer</b> is a tool that helps students visually “hold their thinking.” Each category is like a bucket in which students drop the info as they locate it.
30	I Wonder	When students read with a purpose, they read more closely and comprehend what they read better. To use the “ <b>I Wonder</b> ” strategy, the teacher can show a visual aid or state the topic. Students then brainstorm a list of questions---what they wonder---about the visual or topic. Students then read a text to answer their own questions.
31	Journal Writing (Response Journals)	<b>Response Journals</b> are student responses to reading, viewing of a video or film, experiencing a lesson, observing an experiment, taking a field trip or listening to a great speaker.
32	K-W-L	A <b>K-W-L</b> is an instructional tool for helping readers engage in active thinking and reading by articulating what they already <i>know</i> about a topic (K), deciding on <i>what</i> they hope to learn from their reading and inquiry (W), and highlighting or summarizing what they <i>learned</i> (L) after their reading.
33	Learning Logs	<b>Learning Logs</b> have regular student entries, which can include reflections on homework, responses to reading, responses to specific teacher prompts, reflections on the process of learning, notes on content studied, research notes or observations. Learning Logs are a way for students to reflect on what they read, discussed or experienced by writing in a notebook short responses to a question or topic presented.
34	List-Group-Label	During a <b>List-Group-Label</b> activity, students can brainstorm a list of words (or the teacher can provide them) associated with a topic. All similar words are then grouped into a category and given a label.
35	Marking the Text	Marking the Text is a means of highlighting, underlining and /or annotating the text to focus students on reading for specific purposes. Post-it notes may also be used if students cannot write in the textbook.
36	Pairs Read	<b>Paired Reading</b> helps students summarize main points and details from reading. A student takes turns with a partner reading aloud, then the other student paraphrases what was just read. Paired Reading is an effective reading strategy because students are more likely to stay alert and seek understanding while they read. Students, when paired well, will help one another understand the text by asking clarifying questions and summarizing main ideas.
37	Paraphrase	<b>Paraphrase</b> means to put another person’s ideas in your own words. A strategy to improve recall of main ideas and specific facts. Students read a short passage and rephrase the content, including main ideas and specific facts, in their own words.
38	Popcorn Review	For a <b>Popcorn Review</b> reading strategy, students are asked randomly to “pop up” and share one piece of information they have learned. The teacher can call student names or the student who speaks can call on the next student.
39	Pro and Con Chart	A <b>Pro and Con Chart</b> is an organizer for looking at both sides of a persuasive topic.
40	RAFT	<b>RAFT</b> is an acronym for <b>Role, Audience, Format, Topic</b> . Role is the person or thing the writer is assuming (such as mother or father); A is the audience for whom the writing is written (husband and wife); F is the format the writer is supposed to use (such as a letter); T is the topic (such as pregnancy discomforts and how to relieve them.) RAFT writing helps the student write for someone other than the teacher in a voice other than their own using a format in place of the standard paragraph or essay.

	Strategy	Description
41	Read Aloud	During a <b>Read Aloud</b> , the teacher reads a short piece of text to students. Before reading, she tells students what they are supposed to listen for and/or write down as she reads. These purposeful directions give students a reason for paying attention and increase their comprehension. A student can perform a Read Aloud, but the teacher should give him the text to practice in advance.
42	Read and Represent	<b>Read and Represent</b> is a strategy that allows students to take time after reading each segment of information and think about what the reading really means. By stopping to paraphrase and make meaning of each segment, they are able to take in more information with a higher level of retention. When time is provided for each student to talk with someone else about what they have read, understanding is further enhanced.
43	Say Something	Before a <b>Say Something</b> , the teacher tells students what she wants them to say after a small chunk of text or short excerpt is read. When the teacher or a student finishes reading, students say something to one another, such as a short summary, a reaction, a question, the most important thing learned, etc. A Say Something encourages students to talk as a way to process course information. Research shows that student comprehension improves by 50% when they are asked to read or listen and purposefully talk about what they've read or heard.
44	T-Chart	A <b>T-Chart</b> is a double-entry chart with two columns that looks like the letter "T". One use of the entry is for note-taking (also called Cornell notes) where the student records main ideas on one side and details on the other. Typically the left-hand side of the chart is used for information from the text while the right-hand side is for student response and thinking. It might include student opinions, reflections, connection, concerns, questions, or reactions.
45	Think Aloud	<b>Think Aloud</b> is explicit modeling in which teachers share with students the Cognitive process and thinking they go through as they read.
46	Tickets In and Out (Admit and Exit Slips)	<b><u>Ticket In or Admit Slips:</u></b> Students reflect on their experiences with their homework assignments from the previous night, or response to a prompt and give them to their teacher at the beginning of class. Teachers collect and respond to these at the beginning of class to clarify homework issues and to set up the lesson for the day. <b><u>Ticket Out or Exit Slips:</u></b> Short prompts give to student for a focuses writing that will give the teacher feedback about their learning. It can also be used the following day to review and synthesize learning before moving on.
47	Three-Two-One Response (3-2-1- Response)	Students use the <b>3-2-1 Response</b> to write down things they learn from reading a text or questions they have after reading the text. Example: <ul style="list-style-type: none"> <li>• 3 things I found out</li> <li>• 2 interesting things</li> <li>• 1 questions I still have</li> </ul>
48	Venn Diagrams	A <b>Venn Diagram</b> is a graphic organizer to help students organize information by comparison and contrast.
49	Vocabulary Strategies	<b>Vocabulary Strategies</b> use context clues to word structure to determine meanings.
50	Word Map	A <b>Word Map</b> is a vocabulary strategy for visually mapping key elements associated new vocabulary.

# 1. Alphaboxes

<b>Description:</b>	Using letters of the alphabet, students brainstorm as many ideas relating to a topic as possible and record them in the <b><i>Alphaboxes</i></b> .
<b>CTE Course: 7711</b>	Masonry I
<b>Objective: 5.01 6.01</b>	Understand tools used in masonry. Understand equipment used in masonry.
<b>RBT Category:</b>	Understand
<b>RBT Subcategory</b>	Classify

<b>A</b>	<b>B</b> Bolt Cutter T Brick & Block Hammer T Broom E Brush T	<b>C</b> Chalk Line T	<b>D</b>
<b>E</b>	<b>F</b> Framing Square T	<b>G</b> Grinder E	<b>H</b>
<b>I</b>	<b>J</b> Jointers T	<b>K</b>	<b>L</b> Level T Line or Corner Block T
<b>M</b> Masonry Line T Masonry Saw E Mortar Box E Mortar Hoe E	<b>N</b>	<b>O</b>	<b>P</b> Plastering Trowel T Power Drill E Plumb Bob T
<b>Q</b>	<b>R</b> Rake Jointer T Rule T	<b>S</b> Shovel E Sled Runners T Splitter E Straight Hoe E	<b>T</b> Tape Measure T Trig or Twig T Trowel T
<b>U</b>	<b>V</b>	<b>W</b> Wheelbarrow E	<b>XYZ</b>

## 2. Acrostic

<b>Description:</b>	An <b>Acrostic</b> is a strategy that requires students to write a word or phrase for each letter of a word from an article or unit of study. The words must relate to the topic.
<b>CTE Course: 7111</b>	Early Childhood Education I
<b>Objective: 1.01</b>	Classify character traits and their influence on aspects of personal growth.
<b>RBT Category:</b>	Remember
<b>RBT Subcategory:</b>	Recall



### 3. Activity Search

<b>Description:</b>	An <b>Activity Search</b> is a strategy that allows students to scan selections of reading materials to find specific information. As they scan, they eliminate information that is not central to their purpose and only read information that is relevant to the topic of the search. This reinforces for students one of the purposes of fluent reading—that is, to be able to scan and use print information to meet a specific goal or purpose.
<b>CTE Course: 7111</b>	Early Childhood Education I
<b>Objective: 7.01</b>	Classify developmentally appropriate activities for infants and toddlers within domains of development.
<b>RBT Category:</b>	Analyze
<b>RBT Subcategory:</b>	Differentiate

#### Instructions to Student:

Form two teams—one to focus on activities for infants, the other on toddlers. Use an Activity Search to allow students to scan and find examples of developmentally appropriate activities for infants and toddlers from the textbooks:

- Working with Young Children, pages 190, 205, 292, 301, 361, 371, 444-5, 451
- Child and Adult Care Professionals, pages 433-437, 441-448, 450-455

As students locate activities, have them write each one on a separate sticky note and place on the table in front of them or on a large bulletin board, being sure to separate the infant and toddler activities


Activities for Infants	Activities for Toddlers



## 4. Affinity

<b>Description:</b>	The <b><i>Affinity Strategy</i></b> is used to have students find things that elements have in common, or affinities. Students read an assigned passage and write the details they remember from their reading onto sticky notes. After reading, they form groups and, without talking, attach their notes to one sheet of chart paper. Still without talking, they begin to move notes around on the paper, placing those that are similar close together. Next, they begin to talk about why they grouped certain notes together and think of titles for the groupings, or categories. They record category titles on the chart paper.
<b>CTE Course: 7111</b>	Early Childhood Education I
<b>Objective: 2.01</b>	Understand skills needed by early childhood professionals.
<b>RBT Category:</b>	Understand
<b>RBT Subcategory:</b>	Classify

### Skills Needed to Work with Young Children

<b>Instructions to Student:</b>  		Remind students that many skills are needed to be successful in the early childhood field. Have students read silently the handout in Appendix 2.01 A, "Skills Needed to Work with Young Children." After reading, divide the class into groups of four.  Give each student 10-15 sticky notes. Ask them to write on the notes as many details as they can remember of what they read, one per note. Give each group one sheet of chart paper and use the Affinity Strategy. Have students attach their sticky notes to the paper. Have them, without talking, organize their notes as a group, putting notes that have something in common together.  Once notes are sorted, have them talk about why things were grouped together and think of titles for categories of notes. Remind students that they may refer to what they read to help them do a better job. Have them write category titles for groups of notes on their charts.		
<b>Category 1:</b>	<b>Category 2:</b>	<b>Category 3:</b>	<b>Category 4:</b>	<b>Category 5:</b>

## 5. Analogy Statements

<b>Description:</b>	With <b>Analogy Statements</b> , students complete a written assignment such as: _____ (concept being studied) is like _____ because . . . . .
<b>RBT Category:</b>	Understand
<b>RBT Subcategory:</b>	Compare



<b>CTE Course: 6411</b>	Computer Applications I
<b>Objective: 1.01</b>	Understand Internet search tools and methods.
	The Internet is like _____ because . . . . .

<b>CTE Course: 6626</b>	Strategic Marketing
<b>Objective: 2.03</b>	Understand market segmentation, targeting, and positioning and the impact on buying behavior.
	A target market is like _____ because . . . . .

<b>CTE Course: 7111</b>	Early Childhood Education I
<b>Objective: 7.02</b>	Apply developmentally appropriate reading activities for children three to five.
	Selecting a book for a preschooler is like _____ because . . . . .


<b>CTE Course: 7711</b>	Masonry I
<b>Objective: 8.02</b>	Apply procedures for placing brick.
	Placing brick correctly is like _____ because . . . . .

## 6. Anticipation Guides

<b>Description:</b>	An <b>Anticipation Guide</b> is a type of study guide that forecasts the major ideas of a passage through use of statements that activate students' thoughts and opinions.
<b>CTE Course: 6626</b>	Strategic Marketing
<b>Objective: 6.02</b>	Understand advertising, public relations, sales promotion, and personal selling.
<b>RBT Category:</b>	Analyze
<b>RBT Subcategory:</b>	Organize

### Anticipation Guide for:

#### Advertising, Public Relations, Sales Promotion, and Personal Selling

<b>Instructions to Student:</b>  	<p>Place an "x" that indicates where you stand in regard to the statement that follows. Be prepared to defend and support your opinions with specific examples. After reading the text, compare your opinions on those statements with the author's implied and/or stated messages.</p>
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**Strongly Disagree**

**Strongly Agree**

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1. There is only one type of advertising.

---

2. There are many creative decisions to be made about advertising.

---

3. The goal of public relations is to manage favorable or unfavorable publicity.

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4. There are many major public relations tools.


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5. Coupons and rebates are the only types of consumer sales promotions.

## 7. BDA Reading Framework

<b>Description:</b>	The <b>BDA</b> strategy works with any reading assignment. The teacher can give students a three-column handout with the headers " <b>B</b> " for " <b>Before Reading</b> ," " <b>D</b> " for " <b>During Reading</b> ," and " <b>A</b> " for " <b>After Reading</b> ", or students can make these columns on their notebook paper. Have students write in column "B" a question they'd like answered, what they expect to read about, or something they hope to learn from what they are about to read. Have them write in column "D" something specific that they plan to think about and look for during reading. Have them write in column "A" something they learned from the reading and process why the information is important and now it can be applied.
<b>RBT Category:</b>	Understand
<b>RBT Subcategory:</b>	Summarize

<b>CTE Course: 7111</b>	Early Childhood Education I
<b>Objective: 7.02</b>	Apply developmentally appropriate reading activities for children three to five.
<b>Instructions to Student:</b> 	<p>Using the BDA strategy, have students read Chapter 19 of <u>Working with Young Children</u> by Judy Herr.</p> <p>Have them use "Reading Organizer BDA" in Appendix 6.02A to write their responses in the appropriate columns for before and during reading. .... When students have completed reading, ask them, in the "After" column, to make an initial step-by-step list of how to read/tell a story.</p>


<b>CTE Course: 7711</b>	Masonry I
<b>Objective 1.02</b>	Understand career ladders and related fields in masonry work.
<b>Instructions to Student:</b> 	<p>Complete the first column while discussing the importance personal characteristics play in anyone's success in both their personal and business life.</p> <p><b>Before Reading:</b> List the masonry careers available and careers related to masonry.</p> <p><b>During Reading:</b> Find specific information about the career.</p> <p><b>After Reading:</b> Choose one area and describe job duties and functions.</p>

<b>B</b>	<b>D</b>	<b>A</b>
Before Reading	During Reading	After Reading

## 8. Bell Work (Early Work)

<b>Description:</b>	<b><i>Bell Work</i></b> is a short assignment that must be started before the bell rings. This strategy is a good way to help students focus on a reading, writing, or math assignment related to the topic of the lesson.
<b>General Literacy Strategy</b>	

### Literacy Strategies for Bell Work Activities

<b>Instructions to Student:</b>  	<p>To be successful, Bell Work must be meaningful and teachers must be consistent with assigning it. It is not busy work; it should be directly related to the subject matter. There is no reason it must always pertain directly to the day's lesson but students should always be able to see the connection with their class. The prospect of grading well work daily is overwhelming to many teachers, but can be accomplished by simply not telling your students on which day Bell Work will be graded. This way students should complete their work daily, since they are never sure when it will be graded.</p>
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#### Reading Suggestions

1. Passages from the textbook.
2. Articles from newspapers, magazines, or professional journals.
3. Paragraphs or essays written by their classmates.

#### Writing Suggestions

1. React to writing prompts.
2. Write answers to questions about something they have read.
3. Write the definition of \_\_\_\_\_. Use complete sentences.
4. Describe this object. Try to use at least five adjectives. Use complete sentences.
5. Solve a riddle, a puzzle, or a crossword.

# Bell Work Bingo

<b>B</b>	<b>I</b>	<b>N</b>	<b>G</b>	<b>O</b>
<b>B-1</b> Describe something you have done that you are especially proud of.	<b>I-1</b> Where do you see yourself in ten years?	<b>N-1</b> Design an acrostic about this course with the letters of your name.	<b>G-1</b> List 20 things you could say about this class.	<b>O-1</b> Invent a new game that could be played in this class.
<b>B-2</b> List 20 things that you and your friends do for fun.	<b>I-2</b> What is your career goal? Explain why you are interested in this career.	<b>N-2</b> Create a Tri-fold foldable and list important terms, definitions, and write a sentence using the words.	<b>G-2</b> How would you describe this course to someone who did not know anything about it?	<b>O-2</b> Design a greeting card for your favorite person.
<b>B-3</b> Write about five things you could do to improve your grades.	<b>I-3</b> What are the educational requirements for the career you have chosen?	<b>FREE SPACE</b>	<b>G-3</b> If you were a school counselor, why would you recommend this class to new students?	<b>O-3</b> Create a poster advertising this class.
<b>B-4</b> Describe your dream car. (Include the price!)	<b>I-4</b> Complete a sample job application.	<b>N-4</b> Create a Two-tab Book foldable and use it to compare and contrast two topics we have studied.	<b>G-4</b> Write a letter to your teacher telling him/her what you like best about this class.	<b>O-4</b> Design a brochure to market this course.
<b>B-5</b> Imagine you can travel all over the USA. Where will you go and what will you do?	<b>I-5</b> Prepare a resume that you could attach to a job application.	<b>N-5</b> Create a Layered-look foldable and use it to list steps in a process we have studied.	<b>G-5</b> Write a newspaper article about something interesting you have done in this class.	<b>O-5</b> Design a bumper sticker about a topic we have studied in this class.

## 9. Bookmarks

<b>Description:</b>	<b>Bookmarks</b> are for students to use while they are reading to record interesting or unusual words, questions that come to mind as they read, or for recording boldfaced terms they may not be familiar with. They can use the back of the bookmarks to record definitions or answers to their questions.
<b>CTE Course: All</b>	N/A
<b>Objective: All</b>	N/A
<b>RBT Category:</b>	Analyze
<b>RBT Subcategory:</b>	Differentiate

<b>Instructions to Student:</b>	Record terms you are not familiar with, or questions that come to mind as your read. After you finish reading the text, record definitions or answers to the questions on the back of the bookmark.
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Bookmark	Bookmark	Bookmark	Bookmark
Name _____ Book _____	Name _____ Book _____	Name _____ Book _____	Name _____ Book _____
Page ____	Page ____	Page ____	Page ____
Page ____	Page ____	Page ____	Page ____
Page ____	Page ____	Page ____	Page ____

## 10. Cause and Effect (Problem and Solution)

<b>Description:</b>	The <b><i>Cause and Effect</i></b> strategy helps students see connections between causes and their effect and/or problems and their solutions.
<b>CTE Course: 7111</b>	Early Childhood Education I
<b>Objective: 9.02</b>	Explain the influence of historical events on early childhood programs and initiatives and their impact on early childhood education.
<b>RBT Category:</b>	Understand
<b>RBT Subcategory:</b>	Explain

### Cards to Assign Questions for Investigative Reporting

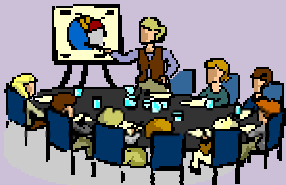
**Directions:** Copy and cut apart. Give each student, or pair of students, one card. Have them find the answer to that one question.

Questions to Identify Causes	Questions to Identify Effects
What historical events led to Kaiser Centers?	How have Kaiser Centers influenced early childhood education?
What historical events led to Head Start?	How has Head Start influenced early childhood education?
What events led to Smart Start?	How has Smart Start influenced early childhood education?
What events led to No Child Left Behind?	How has No Child Left Behind influenced early childhood education?
What events led to More at 4 Pre-K?	How has More at 4 Pre-K influenced early childhood education?
What events led to 21 <sup>st</sup> Century Skills?	How has 21 <sup>st</sup> Century Skills influenced early childhood education?

# 11. Class Presentations

<b>Description:</b>	<b>Class Presentations</b> are a great way for students to make meaning of new information. Organize investigative reporting teams to gather information. Assign a team facilitator. Brainstorm sources of information and assign individual tasks. Gather information, reassemble teams to plan slides, decide on a method of delivery, and assign speaking parts.
<b>CTE Course: 6626</b>	Strategic Marketing
<b>Objective: 4.01</b>	Understand products, branding, services, and nonprofit marketing.
<b>RBT Category:</b>	Analyze
<b>RBT Subcategory:</b>	Differentiate, Organize

## Class Presentation Planning Guide:


<b>Instructions to Student:</b> 	<p>Your group is the manager of a plastic container manufacturer and one of your largest clients has terminated the contract and no longer needs your containers. However, your company still has over 100,000 of these plastic containers in stock. Your group must develop a plan to recruit a new client whose product could be packaged in the container.</p> <ul style="list-style-type: none"> <li>• Design the label and brand.</li> <li>• Give at least three reasons why the new client would benefit from the product container and manufacturer brand.</li> <li>• Prepare a brief presentation to showcase the design and sell the ideas to the new client.</li> </ul>
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<b>Topic:</b>	
<b>Recruitment Plan:</b>	
<b>Label and Design:</b>	
<b>Benefits to Company</b>	
<b>Responsibilities of Team Members:</b>	

## 12. Cloze Procedure (Context Clues)

<b>Description:</b>	The <b><i>Cloze Procedure</i></b> makes predictions about words. Selected words are left out of a text so the reader uses various cueing systems to predict the missing words. (Sometimes referred to as “ <b><i>Context Clues</i></b> ”)
<b>CTE Course: 6626</b>	Strategic Marketing
<b>Objective: 7.01</b>	Understand marketing channels and supply chain management.
<b>General Literacy Strategy</b>	

### Marketing Channels

<p><b>Instructions to Student:</b></p> 	<p>Use context clues to fill in the missing words</p>
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Marketing channels are also known as \_\_\_\_\_ channels. They have many channel members, which are also known as \_\_\_\_\_, resellers, or middlemen.

Channel members affect the distribution process in three ways: providing specialization and \_\_\_\_\_ of labor, overcoming \_\_\_\_\_, and providing contact \_\_\_\_\_.

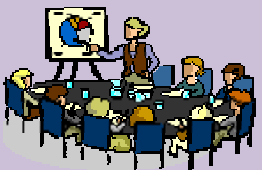
There are three ways marketing channels may be structured: \_\_\_\_\_ products, \_\_\_\_\_ or industrial products, and alternative channel \_\_\_\_\_

# 13. Comparison and Contrast Charts

## (Similarities and Differences)

<b>Description:</b>	<b>Comparison and Contrast Charts</b> provide a way for students to compare two or more concepts by looking at similarities and differences.
<b>CTE Course: 6626</b>	Strategic Marketing
<b>Objective: 1.04</b>	Understand customer relationship management. (CRM)
<b>RBT Category:</b>	Understand
<b>RBT Subcategory:</b>	Compare

## Shopping Habits

<p><b>Instructions to Student:</b></p> 	<p>As a discussion starter, have students write down a positive and negative experience they had at a local retail store.</p> <p>They should read their answers out loud.</p> <p>As a class, discuss the similarities and differences of the experiences with the store.</p>
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**Directions:** This activity will help you to personalize the concept of CRM. With your partner, list similarities and differences in the space provided. Be sure to include relevant examples.

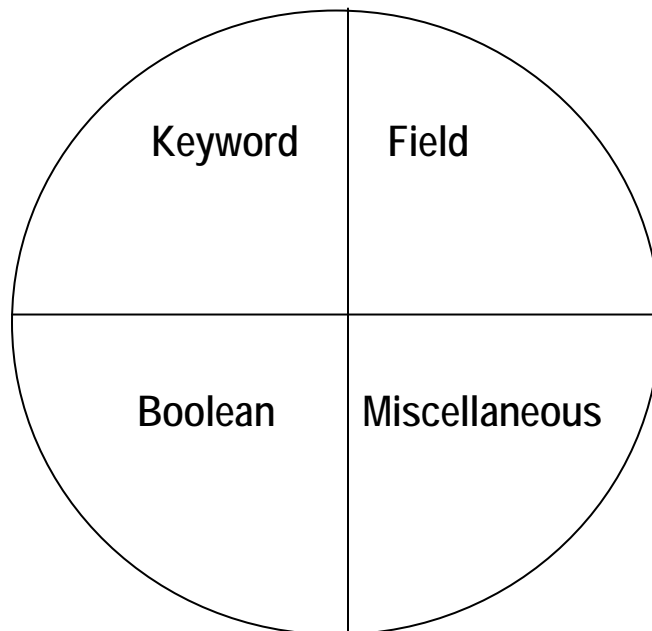
Store Name:	
Similarities in Shopping Habits	Differences in Shopping Habits

# 14. Concept Circles

<b>Description:</b>	<b>Concept Circles</b> are circles divided into four sections. Each section contains a word or phrase students are going to study or have studied about a topic. Students are asked to explain the connection between the words.
<b>CTE Course: 6411</b>	Computer Applications I
<b>Objective: 1.01</b>	Understand Internet search tools and methods.
<b>RBT Category:</b>	Understand
<b>RBT Subcategory:</b>	Compare, Classify

## Internet Search Tools

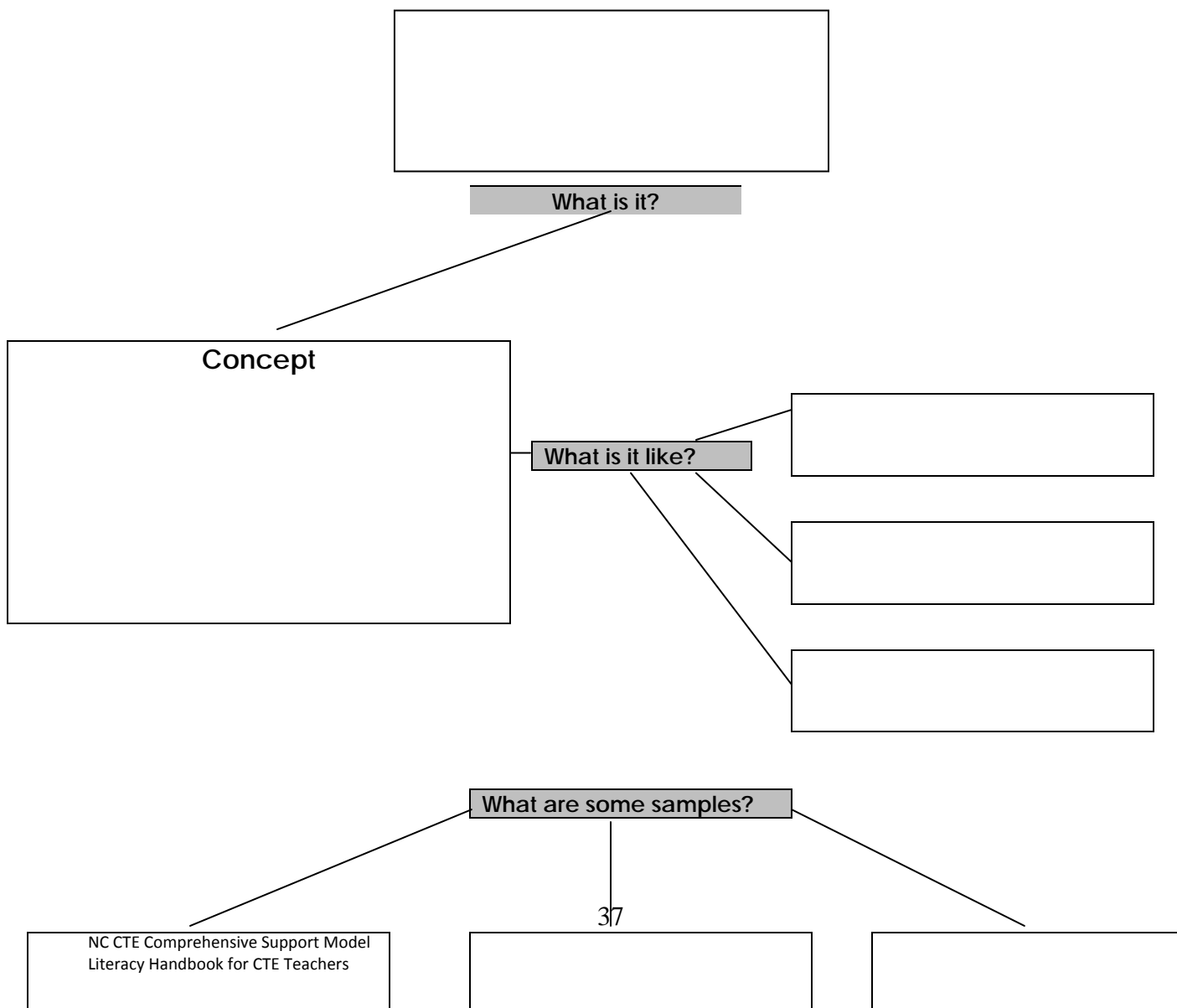
<b>Instructions to Student:</b> 	<p>Look at the words in the concept circle. Write about your understanding of Internet search tools and methods by showing the connections between and among the words in the concept circle. What is the significance of each word and how do all the words fit together?</p>
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## 15. Concept Definition Map

<b>Description:</b>	A <b><i>Concept Definition Map</i></b> is a graphic organizer that helps students learn key concepts and develop new vocabulary. Students learn meaning of terms from their text by asking questions about the terms to find meaning, details, comparisons, and characters in the text. The maps then serve as study guides and memory aids.
<b>CTE Course: All</b>	All
<b>Objective: All</b>	N/A
<b>RBT Category:</b>	Understand
<b>RBT Subcategory:</b>	Compare, Exemplify

### Concept Definition Map



## 16. Concept Ladder

<b>Description:</b>	A <b>Concept Ladder</b> is an advance organizer used to help students develop questions that will guide their reading and understanding of a text. Students develop a question for each rung of the ladder based on their existing background knowledge and/or a common reading experience around a concept. These questions then help establish a purpose for reading.
<b>CTE Course: 6626</b>	Strategic Marketing
<b>Objective: 2.03</b>	Understand market segmentation, targeting, and positioning and the impact on buying behavior.
<b>General Literacy Strategy:</b>	

### Concept Ladder: Positioning

<b>Instructions to Student:</b>	Use the concept ladder to develop questions about positioning.
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#### Question 4:

What are the 7 positioning bases?

#### Question 3:

What is perceptual mapping?

#### Question 2:

Why is it important for a company to differentiate its products?

#### Question 1:

What is product differentiation?

**Concept: Positioning**

## 17. Contextual Redefinition

<b>Description:</b>	During a <b><i>Contextual Redefinition</i></b> activity, students are given a set of key words from an upcoming text. First, they predict the definition based on background knowledge and word parts. Then students are give sentences or passages and asked to use context clues to determine meanings. Finally, after instruction, meanings can be further clarified and/or extended.
<b>CTE Course: All</b>	All
<b>Objective: All</b>	N/A
<b>RBT Category:</b>	Understand
<b>RBT Subcategory:</b>	Infer

### Teacher Directions:

1. Show students the words you want them to learn.
2. Ask students to pair up and write their best guess of the word's definition.
3. Ask whole group to agree on "best" meaning.
4. Show the words in sentences. These can be sentences the teacher has written or sentences "pulled from the text" if they are rich in context clues.
5. Ask students to "pull out" context clues and revise their definitions.
6. Ask the whole group to agree on the "best meaning".
7. Check the "true" meaning.

Word	Predicted Meaning	Context Clues From Sentences	Revised Meaning
1.			
2.			
3.			
4.			
5.			
6.			
7.			

## 18. Cornell Note-Taking

<b>Description:</b>	<b><i>Cornell Note-Taking</i></b> is a systematic process for taking notes during reading or viewing, analyzing the notes to form questions the notes would answer, and using the notes and questions to summarize the important ideas presented.
<b>CTE Course: All</b>	All
<b>Objective: All</b>	N/A
<b>RBT Category:</b>	Analyze
<b>RBT Subcategory:</b>	Differentiate, Organize

**Variations:** Two-Column Note-Taking and Three-Column Note-Taking

Questions Answered by Notes	Notes During Reading
<b>Summary of Notes: 1-2 sentences</b>	

## 19. Crossword Puzzles

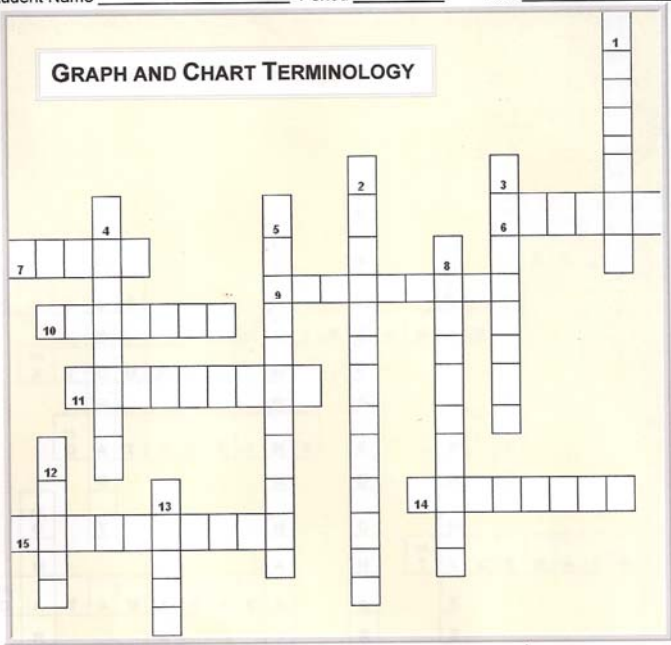
<b>Description:</b>	<b>Crossword Puzzles</b> reinforce vocabulary and definitions.
<b>CTE Course: 6411</b>	Computer Applications I
<b>Objective: 4.02</b>	Understand charts and graphs used in business
<b>RBT Category:</b>	Remember
<b>RBT Subcategory:</b>	Recall

Graph and Chart Terminology Crossword

Student Activity

Student Name \_\_\_\_\_ Period \_\_\_\_\_ Date \_\_\_\_\_

**GRAPH AND CHART TERMINOLOGY**



Down

1. Horizontal or vertical line that extends across the plot area on the chart
2. Chart that appears on the same sheet as the worksheet data
3. The rectangular area bound by the category and values axes
4. Chart that shows only one data series and is used to compare sizes of each part to the whole
5. Chart that shows how values change over a period of time.
8. A collection of related values from a worksheet
12. Visual display of data in a spreadsheet
13. Category axis that describes what is shown in a chart.

Across

6. The object that explains the symbols, colors, or patterns used to differentiate the series in a chart.
7. The value axis that shows the range of values of the chart
9. Chart that shows a trend in data over a period of time
10. Chart used to show the relationship of two values
11. Single value or piece of data from the data series.
14. Small line or marker on the X axis and Y axis to help in reading the values
15. Object that represents the individual values

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## 20. Directed Reading/Thinking Activity

<b>Description:</b>	The <b>DR/TA</b> is similar to K-W-L, but has four sections. The first 3 are filled out <u>before reading</u> : What I Know, What I Think I Know, and What I Think I'll Learn. The fourth is done after reading: What I Know I learned.
<b>CTE Course: All</b>	All
<b>Objective: All</b>	N/A
<b>General Literacy Strategy</b>	

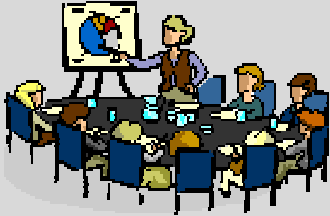
<b>Instructions to Student:</b>	Complete chart below before and after reading text.
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What I Know	What I Think I Know	What I Think I'll Learn	What I Know I Learned

## 21. Double-Entry Diaries

<b>Description:</b>	A <b><i>Double-Entry Diary</i></b> is an “access tool” that students can use to hold their thinking. Access tools help students slow down as they read and begin to track their thinking.
<b>CTE Course: All</b>	All
<b>Objective: All</b>	N/A
<b>RBT Category:</b>	Understand
<b>RBT Subcategory:</b>	Summarize

### Double-Entry Diary

<p><b>Instructions to Student:</b></p> 	<ol style="list-style-type: none"> <li>1. Students divide notebook paper in half, vertically.</li> <li>2. On the left-hand column students copy directly from the text. They might write quotes or individual words. Students can also write a summary of what they have read. The writing on the left-hand side represents literal information from the text.</li> <li>3. On the right-hand column of the page, students share their thinking about the word, sentence, or summary that they wrote on the left-hand side. The writing on the right-hand side represents inferential and critical thinking.</li> <li>4. Teachers choose how students will structure their thinking, based on what they ask for in the right-hand column (i.e. questions, connections, visualizing information, etc.)</li> <li>5. Students choose what text they will use to apply the strategy or strategies chosen by the teacher as a focus.</li> </ol>
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Quotes or descriptions from a scene in the reading.	Record of the strategy being taught.

## 22. Fast Write (Quick Write)

<b>Description:</b>	A <b>Fast Write</b> is a short written response. The teacher is trying to help students connect or show that they know about a topic and looking for evidence of thinking, not correct grammar, punctuation, or mechanics. Usually a Fast Write will take 3-5 minutes. Fast Writes can be written on index cards, sticky notes, recycled strips of paper, or a designated section in a student's notebook.
<b>CTE Course: 7711</b>	Masonry I
<b>Objective: 2.01</b>	Understand structures and procedures used in business meetings.
<b>RBT Category:</b>	Apply
<b>RBT Subcategory:</b>	Execute

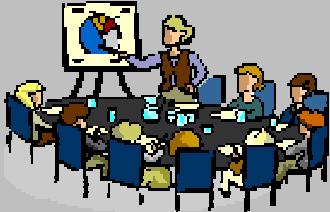
### Fast Write: The Order of Business

<b>Instructions to Student:</b>	Jot down (Fast Write) what you think takes place during the different steps in the order of business.
---------------------------------	---

1. Opening	
2. Roll Call	
3. Reading of the Minutes	
4. Treasurer's Report	
5. Committee Reports	
6. Unfinished Business	
7. New Business	
8. Program	
9. Adjournment	

## 23. Fishbone (Herringbone)

<b>Description:</b>	A <b><i>Fishbone</i></b> is a graphic organizer strategy that helps students identify and organize relationships between causes and effects. The key event (or the effect) is the “head” of the fishbone, and the causes of the event make-up the “bones” or categories.
<b>CTE Course: All</b>	All
<b>Objective: All</b>	N/A
<b>RBT Category:</b>	Understand
<b>RBT Subcategory:</b>	Explain


<b>Instructions to Student:</b> 	<ol style="list-style-type: none"> <li>1. List the key event (or the effect) at the “head” end of the “fish”.</li> <li>2. List causes on the “bone” extending out.</li> </ol>
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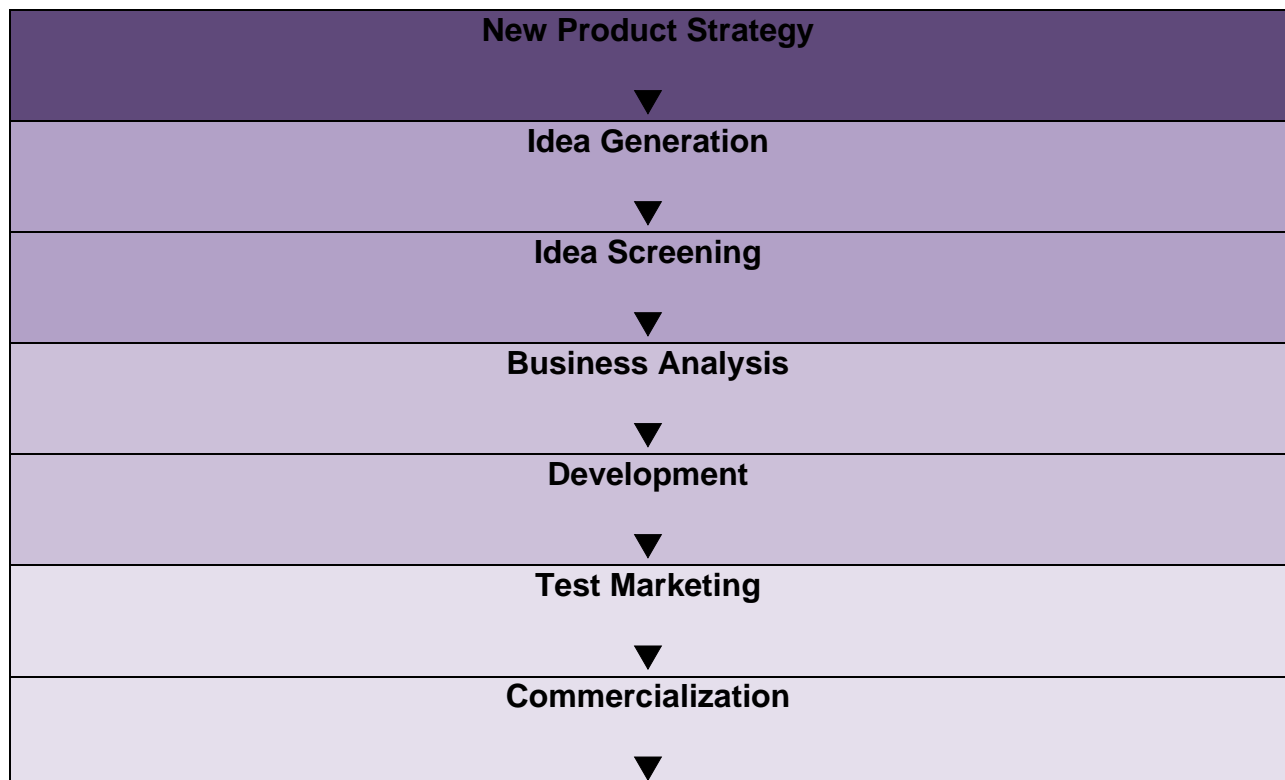
**Head = Effect or Key Event**

## 24. Flow Chart

<b>Description:</b>	A <b>Flow Chart</b> is a graphic organizer used to illustrate the “flow” or sequence of events or steps in a process.
<b>CTE Course: 6626</b>	Strategic Marketing
<b>Objective: 4.02</b>	Understand procedures for new product development and the product life cycle.
<b>RBT Category:</b>	Apply
<b>RBT Subcategory:</b>	Implement

### New Product Development Flow Chart

<b>Instructions to Student:</b> 	<p>Prepare a flow chart for new product development demonstrating the application of the steps in the process.</p>
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## 25. Foldables

<b>Description:</b>	<b>Foldables</b> are Graphic organizers that help students organize, display, and arrange information, making it easier for student to grasp new concepts and master skills.
<b>CTE Course: 7111</b>	Early Childhood Education I
<b>Objective: 6.01</b>	Exemplify principles and domains of child development.
<b>RBT Category:</b>	Analyze
<b>RBT Subcategory:</b>	Organize

Appendix 6.01C

### PLACES Organizer

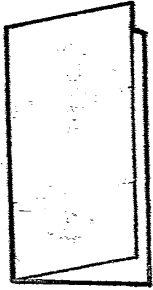
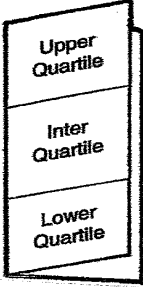
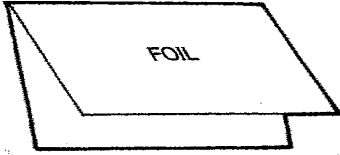
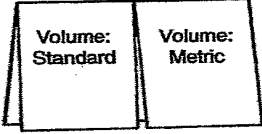
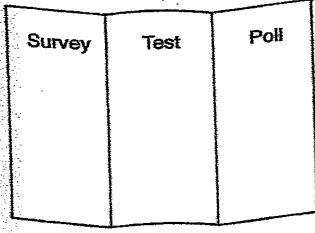
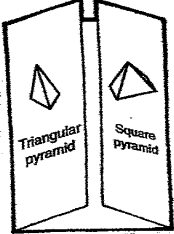


Follow the instructions on the left and the diagram on the right to make your PLACES organizer.

<p>Directions:</p> <ol style="list-style-type: none"> <li>1. Fold a single sheet of 8.5 x 11-inch paper "hot dog" style 3 ¼ inches from the edge, leaving an extension of about 7/8 inch down one long side.</li> <li>2. Place the folded paper on a table surface so that the more narrow folded width of paper is on top and the wider folded width is on bottom with the 7/8-inch extension on the left side.</li> <li>3. Use a ruler to divide the length of page into six approximately equal sections, each about 1 3/8 to 1 ½ inches wide. Broken lines in the diagram indicate these markings.</li> <li>4. Cut the top layer along the five marked lines from the edge to the fold.</li> <li>5. Write one letter in PLACES in each of the six sections on the left extensions.</li> <li>6. On the front of the fold-back portion, complete the name of each domain of child development.</li> <li>7. Lift each tab and use the inner layer to record</li> </ol>	<p><b>P</b> <i>hysical &amp; Health</i></p> <hr style="border-top: 1px dashed black;"/> <p><b>L</b> <i>anguage &amp; Communication</i></p> <hr style="border-top: 1px dashed black;"/> <p><b>A</b> <i>pproaches to Learning</i></p> <hr style="border-top: 1px dashed black;"/> <p><b>C</b> <i>ognitive Development</i></p> <hr style="border-top: 1px dashed black;"/> <p><b>E</b> <i>motional Development</i></p> <hr style="border-top: 1px dashed black;"/> <p><b>S</b> <i>ocial Development</i></p>
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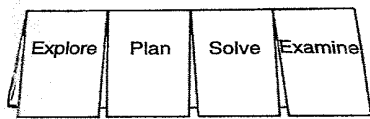
## 25. More Foldables

# Teaching with Foldables

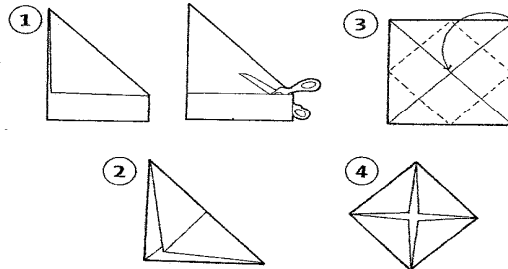
 <p><b>1. Hot Dog</b></p>	 <p><b>4. Three-Tab Book</b></p>
 <p><b>2. Hamburger</b></p>	 <p><b>5. Two-Tab Book</b></p>
 <p><b>3. Tri-fold</b></p>	 <p><b>6. Shutter</b></p>

## 25. More Foldables

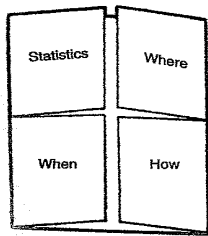
# Teaching with Foldables



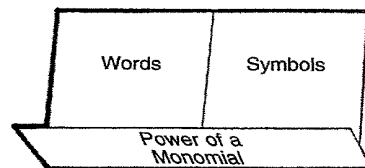
**7. 4-10 Tab Book**



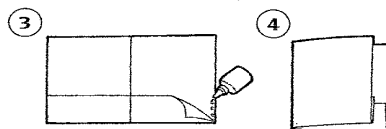
**10. Envelope Fold**



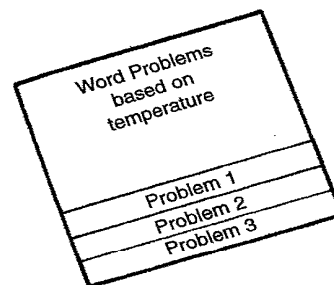
**8. Four-Door Book**



**11. Matchbook**



**9. Folder**



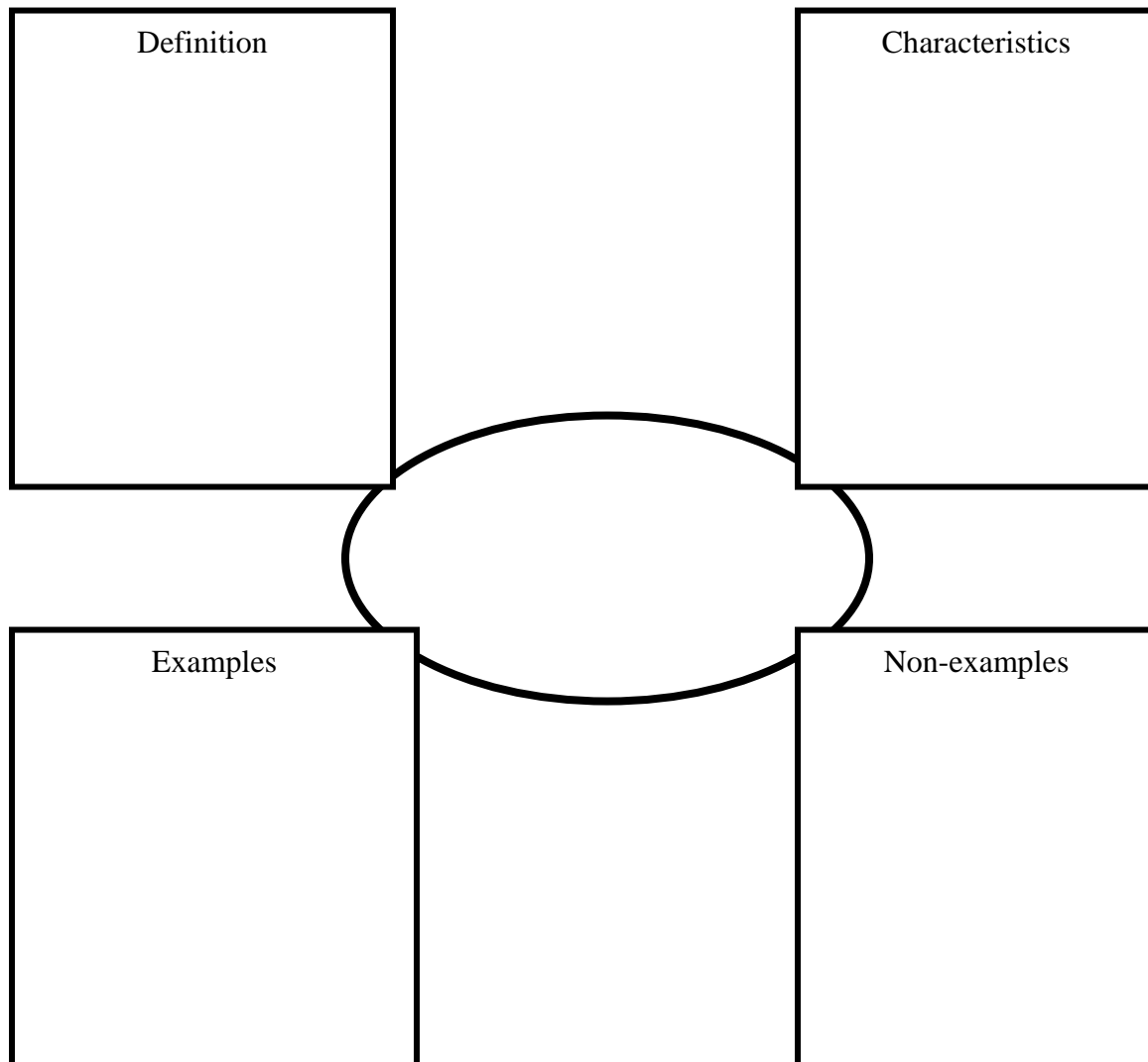
**12. Layered Look**

**13. H-H-F-F Hot Dog, Hamburger, French Fry**

## 26. Frayer Model


<b>Description:</b>	The <b><i>Frayer Model</i></b> is a graphic organizer which contains four compartments for recording information related to a concept. The four are definitions, characteristics, examples, and non-examples.
<b>CTE Course: All</b>	All
<b>Objective: All</b>	N/A
<b>RBT Category:</b>	Understand
<b>RBT Subcategory:</b>	Exemplify

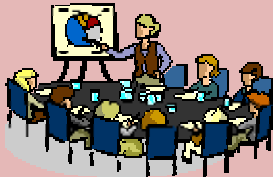
<b>Instructions to Student:</b>	Record information as directed in the rectangles.
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## 27. Gallery Walk

<b>Description:</b>	A <b>Gallery Walk</b> is similar to a person walking through an art gallery looking at paintings. In the classroom, however, students will be looking at student work that might be in the form of a poster, chart, paper, or other format. <b>Gallery Walks</b> are most effective when the teacher gives students a task to do as they look at other student work. For example, the teacher might want students to take notes or give feedback to the writer(s) on a sticky note.
<b>RBT Category:</b>	Understand
<b>RBT Subcategory:</b>	Summarize

<b>CTE Course: 7111</b>	Early Childhood Education I
<b>Objective: 1.02</b>	Classify character traits and their influence on aspects of personal growth.
<b>Instructions to Student:</b> 	Have a Gallery Walk to allow student pairs to move around the room from corner to corner reading the summaries to see if they agree with the placement of the summary—i.e., the aspect of personal growth with which it is matched. Have students use post-it-notes to make any summaries whose placement they question. Discuss those in question until all students understand the classifications.

<b>CTE Course: 7111</b>	Early Childhood Education I
<b>Objective: 6.03</b>	Interpret theories of child development.
<b>Instructions to Student:</b> 	Have students display their original 3-D organizers representing theories of child development. Randomly assign each student a new partner, and schedule a Gallery Walk to allow time for partners to view organizers. As students view the organizers, have them write in their learning logs in 25 words or less the main ideas about each theory as represented in the organizers.



## 28. GIST

<b>Description:</b>	<b>GIST</b> is an acronym for <b>G</b> enerating <b>I</b> nteractions between <b>S</b> chemata and <b>T</b> exts. This strategy was developed to help students learn to write organized and concise summaries of their reading. The task is to write a summary of the problem or paragraph, in 12 words or less. The student identifies the 12 most important words needed to solve the problem or summarize the paragraph. The words capture the “gist” of the problem.
<b>CTE Course: All</b>	All
<b>Objective: All</b>	N/A
<b>RBT Category:</b>	Understand
<b>RBT Subcategory:</b>	Summarize

### GIST

1. Read the first sentence and summarize contents in 15 words or less.

2. Read the second sentence and summarize the first two sentences in 15 words or less.


3. Continue until the paragraph is read and then summarize the entire paragraph in 15 words or less.

4. Paragraph Summary

## 29. Graphic Organizers

<b>Description:</b>	A <b>Graphic Organizer</b> is a tool that helps students visually “hold their thinking.” Each category is like a bucket in which students drop the information as they locate it.
<b>CTE Course: 7111</b>	Early Childhood Education I
<b>Objective: 8.02</b>	Evaluate developmentally appropriate programs for school-age children.
<b>RBT Category:</b>	Analyze
<b>RBT Subcategory:</b>	Differentiate, Organize

### Can You Spot the Important Details?

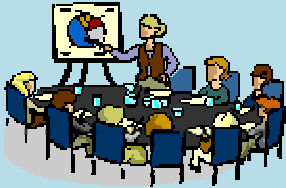
<p><b>Instructions to Student:</b></p> 	<p>Have students scan Chapter 29 of <u>Working with Young Children</u> and Section 21-2 of <u>Adult and Child Care Professionals</u> to find details to describe developmentally appropriate programs for school-age children. Have them use the Graphic Organizer found in Appendix 8.02A, “Can You Spot the Important Details?” to record details in or across the spots. To help students get started, list on the board the following sample of types of details related to environment that they are looking for:</p> <ul style="list-style-type: none"> <li>• Casual, comfortable classrooms</li> <li>• Interesting learning centers</li> <li>• Both indoor and outdoor areas.</li> </ul> <p>Discuss. As new thoughts are shared, have students add to their lists details that they may have missed.</p>
---	---

<b>Environment</b>	
<b>Staff</b>	<b>Routines</b>
<b>Activities</b>	

## 30. I Wonder

<b>Description:</b>	When students read with a purpose, they read more closely and comprehend what they read better. To use the “ <i>I Wonder</i> ” strategy, the teacher can show a visual aid or state the topic. Students then brainstorm a list of questions---what they wonder---about the visual or topic. Students then read a text to answer their own questions.
<b>CTE Course: 6411</b>	Computer Applications I
<b>Objective: 1.01</b>	Understand Internet search tools and methods.
<b>General Literacy Strategy:</b>	

### I Wonder Where to Find Things on the Internet

<b>Instructions to Student:</b> 	<p>Distribute the Compare Internet Search Tools and Methods activity to students and instruct them to complete the activity independently or in pairs as they compare the results yielded by different searches.</p> <p>Upon completion of the activity ask the class which searches were most effective and why.</p>
---	---

My Questions	Answers or Facts



## 31. Journal Writing (Response Journals)

<b>Description:</b>	<b>Response Journals</b> are student response to reading viewing or a video or film, experiencing a lesson, observing an experiment, taking a field trip or listening to a great speaker. Some journal writing is simple a written response to a writing prompt from the teacher.
<b>CTE Course: All</b>	All
<b>Objective: All</b>	N/A
<b>General Literacy Strategy</b>	

### Prompts for CTE Journal Writing


<b>Instructions to Student:</b>	Use the prompts below to write in your notebook or journal.
---------------------------------	---

1. Transferable skills are common to a number of jobs and can be adapted to a particular employer's needs. Some examples of transferable skills are good listening skills, the ability to motivate others, and computer skills. What transferable skills do you possess? Tell how you learned these skills.
2. A worker who does just what he/she is assigned to do is considered an average worker. How can you demonstrate to an employer that you can handle more responsibility?
3. If your company has a zero-drug policy, would you tell on a co-worker who has a substance abuse problem if the habit did not seem to affect his/her work? Why or why not? Would your answer be different if it did affect his/her work or the safety of co-workers?
4. Do you think that employers have the right to ask you to remove jewelry or body piercings when you are at work? Give examples of situations when you would agree to do so and examples of situations when you feel that the employer would be invading your rights.
5. What do you consider the three most important things you can do to prepare for a job interview? Discuss why each is important.
6. Extracurricular activities teach valuable workplace skills. For example, team sports teach leadership, responsibility, teamwork, and commitment. What skills have you learned through participating in extracurricular activities that could be transferred to the workplace? Explain.
7. You work at Big Burgers, a local fast-food restaurant. Other employees give their friends who are customers free food. They refer to this practice as a "hookup". You know that this is against the restaurant's policy; however, lately several of your friends have come in and pressured you to give them free French fries and soft drinks. What would you do? Justify your answer.

## 32. K-W-L

<b>Description:</b>	A <b><i>K-W-L</i></b> is an instructional tool for helping readers engage in active thinking and reading by articulating what they already know about a topic (K), deciding on what they hope to learn from their reading and inquiry (W), and highlighting or summarizing what they learned (L) after their reading
<b>CTE Course: 7111</b>	Early Childhood Education I
<b>Objective: 6.01</b>	Exemplify principles and domains of child development.
<b>RBT Category:</b>	Understand
<b>RBT Subcategory:</b>	Summarize

### Child Development Birth to Age Twelve: KWL Chart

<b>Instructions to Student:</b> 	<p>Introduce principles of child development as big ideas that guide in understanding the behavior and development of children, and domains as categories of development. Have students complete column one of the KWL Chart.</p>
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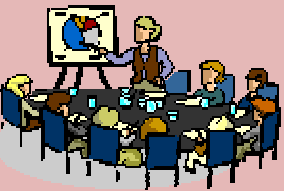
**Directions:** Use the appropriate column to write what you know and want to know prior to this unit's activities. Use the final column to write what you have learned at the end of the unit.

What I <i>K</i> now	What I <i>W</i> ant to Know	What I <i>L</i> earned

## 33. Learning Logs

<b>Description:</b>	<b>Learning Logs</b> have regular student entries, which can include reflections on homework, responses to reading, response to specific teacher prompts, reflections on the process of learning, notes on content studied, research notes or observations. Learning Logs are a way for student to reflect on what they read, discussed or experienced by writing in a notebook short responses to a question or topic presented.
<b>CTE Course: 7111</b>	Early Childhood Education I
<b>Objective: 5.02</b>	Apply emergency procedures in early childhood settings.
<b>General Literacy Strategy</b>	

**Note:** For specific information on Notebook Systems, refer to the 2008 Curriculum Guide for Early Childhood Education I. Here is what it says about Learning Logs:

<p><b>Instructions to Student:</b></p> 	<p>Have students write in their Learning Logs about a time when they were involved in an emergency situation. Ask them to write about their feelings and about what they remember about how someone took charge and handled the emergency.</p>
---	--

### Learning Log Divider Page:

- Prepare a divider page with a tab for your Learning Log.
- Label the tab and the page with the words “Learning Log.”
- Decorate your Learning Log divider page following the 3-3-3 Rule. (3 colors, 3 pictures, and 3 facts in your design)
- After your design is complete, use clear contact paper to secure if needed.


### Learning Log Content Pages:

- You will be expected to add at least one new entry to your Learning Log each week.
- Entries in the Learning Log may be responses to questions or writing prompts given in class or things you want to write about what you are learning and what you are doing in your internship.
- Each entry in the Learning Log must be dated.

## 34. List-Group-Label

<b>Description:</b>	During a <b>List-Group-Label</b> activity, student can brainstorm a list of words (or the teacher can provide them) associated with a topic. All similar words are then grouped into a category and given a label.
<b>CTE Course: 6626</b>	Strategic Marketing
<b>Objective: 4.01</b>	Understand products, branding, services, and nonprofit marketing.
<b>RBT Category:</b>	Understand
<b>RBT Subcategory:</b>	Classify

### Classifying Consumer Products

<p><b>Instructions to Students:</b></p> 	<p>Students are to work with their parent(s) to create a list of ten products that the family has purchased over the past two months (groceries, home improvement items, entertainment items, etc.)</p>
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After listing the items, students are to categorize each item on their list as a(n):

1. Convenience product
2. Shopping product
3. Specialty product
4. Unsought product.

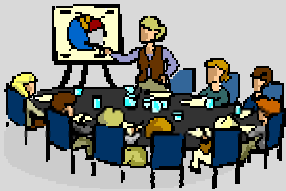
Item	Convenience	Shopping	Specialty	Unsought
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				

## 35. Marking the Text

<b>Description:</b>	<b>Marking the Text</b> is a means of highlighting, underlining and/or annotating the text to focus students on reading for specific purposes. Post-it notes may also be used if the students cannot write in the textbook.
<b>CTE Course: All</b>	All
<b>Objective: All</b>	N/A
<b>RBT Category:</b>	Analyze
<b>RBT Subcategory:</b>	Differentiate

### Marking the Text

#### Instructions to Student:




Students **highlight** or **underline** key words, bold face information, or text they have questions about. After reading the text students can use the marked text to do more research to answer questions or expand their knowledge of that subject matter.



## 36. Pairs Read

<b>Description:</b>	<b>Paired Reading</b> helps students summarize main points and details from reading. A student takes turns with a partner reading aloud, then the other student paraphrases what was just read. Paired Reading is an effective reading strategy because students are more likely to stay alert and seek understanding while they read. Students, when paired well, will help one another understand the text by asking clarifying questions and summarizing main ideas.
<b>CTE Course: 6626</b>	Strategic Marketing
<b>Objective: 1.02</b>	Understand marketing philosophies and strategic planning.
<b>General Literacy Strategy</b>	

<b>Instructions to Student:</b> 	<p>For this Paired Reading, pair students and provide each with a textbook. The teacher or the students can decide who will read first (Reader A) and who will read second (Reader B). It is suggested that they read aloud quietly. Each student should read about one philosophy. Reader B should listen and be able to summarize what Reader A read. The two should discuss the passage together and summarize the key characteristics in the appropriate block on the Marketing Philosophies Key Terms sheet. Repeat the process until all four philosophies are completed.</p>
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**Variations:** Pair and Share  
 Read-Pair-Share  
 Think-Pair-Share  
 Think-Ink-Pair-Share  
 Write-Pair-Share



## 37. Paraphrase



<b>Description:</b>	<b>Paraphrase</b> means to put another person's ideas in your own words. It is a strategy to improve recall of main ideas and specific facts. Students read a short passage and rephrase the content, including main ideas and specific facts, in their own words.
<b>CTE Course: 7111</b>	Early Childhood Education I
<b>Objective: 2.02</b>	Interpret responsibilities of early childhood professionals.
<b>General Literacy Strategy</b>	

### Ethical Responsibilities to Children, Paraphrased

**Directions:** Use the column "My Paraphrase" to write in your own words what each responsibility means and the row "My Views" to write your opinion or view of this responsibility.

<b>Ethical Responsibility 1:</b>  Do not harm children.	<b>My Paraphrase:</b>
<b>My Views:</b>	
<b>Ethical Responsibility 2:</b>  Involve those with relevant knowledge in decisions about children.	<b>My Paraphrase:</b>
<b>My Views:</b>	

## 38. Popcorn Review


<b>Description:</b>	For a <b>Popcorn Review</b> reading strategy, students are asked randomly to “pop up” and share one piece of information they have learned. The teacher can call student names or the student who speaks can call the next student’s name.
<b>CTE Course: 6626</b>	Strategic Marketing
<b>Objective: 1.02</b>	Understand marketing philosophies and strategic planning.
<b>Instructions to Teacher:</b> 	While facilitating a discussion using slides 5-62 Chapter 2 PowerPoint, perform a Popcorn Review with students about the materials.
<b>CTE Course: 7111</b>	Early Childhood Education I
<b>Objective: 6.02</b>	Understand developmental characteristics of children.
<b>Instructions to Teacher:</b> 	Use a Popcorn Review to allow students to summarize orally what they have learned about characteristics of children at various age levels. Ask them to write in their learning logs: <ul style="list-style-type: none"> <li>• What was hard to accept/believe, if anything?</li> <li>• What was most interesting?</li> <li>• What was most surprising?</li> </ul>
<b>General Literacy Strategy</b>	



## 39. Pro and Con Chart (Advantages/Disadvantages)


<b>Description:</b>	A <b><i>Pro and Con Chart</i></b> is an organizer for looking at both sides of a persuasive topic.
<b>CTE Course: 6626</b>	Strategic Marketing
<b>Objective: 6.02</b>	Understand advertising, public relations, sales promotion, and personal selling.
<b>RBT Category:</b>	Evaluate
<b>RBT Subcategory:</b>	Critique

### Media Decisions in Advertising

<b>Instructions to Student:</b> 	<p>Advertisers must understand advantages and disadvantages of the various media types available to them for use in the promotional message. List advantages and disadvantages of each media type below.</p>
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Media Type	Advantages	Disadvantages
Newspapers		
Magazines		
Radio		
Television		

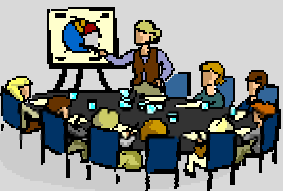
## 40. RAFT

<b>Description:</b> 	<b>RAFT</b> is an acronym for <b>Role, Audience, Format, and Topic</b> . Role is the person or thing the writer is assuming (such as mother or father); A is the audience for whom the writing is written (husband and wife); F is the format the writer is supposed to use (such as a letter), and T is the topic) such as pregnancy discomforts and how to relieve them). RAFT writing helps the student write for someone other than the teacher in a voice other than their own using a format in place of the standard paragraph or essay. If a teacher is using RAFT as a major writing assignment, rather than a “Fast Write”, the teacher should create a rubric to ensure students demonstrate content knowledge as well as creativity.
<b>CTE Course: All</b>	All
<b>Objective: All</b>	N/A
<b>General Literacy Strategy</b>	

## RAFT

<i>R</i>	<i>A</i>	<i>F</i>	<i>T</i>
----------	----------	----------	----------


<b>R</b>	<b>Role:</b>	What role(s) will the student assume as writer?
<b>A</b>	<b>Audience:</b>	Choose an audience for writing.
<b>F</b>	<b>Form:</b>	Specify format possibilities the writing will take (comic strip, letter to editor, feature article, poem).
<b>T</b>	<b>Topic:</b>	Define the topic, determine questions to be answered and point to be made.

<b>Instructions to Student:</b> 	Pretend you are the principal of your high school. Write an e-mail to be sent to the entire faculty recommending you for a prestigious award.
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## 41. Read Aloud

<b>Description:</b>	During a <b>Read Aloud</b> the teacher reads a short piece of text to students. Before reading, she tells students what they are supposed to listen for and/or write down as she reads. These purposeful directions give students a reason for paying attention and increase their comprehension. A student can perform a <b>Read Aloud</b> , but the teacher should give him/her the text to practice in advance.
<b>CTE Course: 7711</b>	Masonry I
<b>Objective: 5.01</b>	Understand tools used in masonry.
<b>General Literacy Strategy</b>	

### Read Aloud

<b>Instructions to Student:</b> 	Have students read text out loud taking turns and rotating around class. Read short sections or paragraphs and allow reader or another student to summarize what has been read. Guide students as necessary to ensure accurate and complete summarization.
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## 42. Read and Represent

<b>Description:</b>	<b>Read and Represent</b> is a strategy that allows students to take time after reading each segment of information and think about what the reading really means. By stopping to paraphrase and make meaning of each segment, they are able to take in more information with a higher level of retention. When time is provided for each student to talk with someone else about what they have read, understanding is further enhanced.
<b>CTE Course: 7111</b>	Early Childhood Education I
<b>Objective: 2.02</b>	Interpret responsibilities of early childhood professionals.
<b>RBT Category:</b>	Understand
<b>RBT Subcategory:</b>	Interpret

### Express Yourself!

<b>Instructions to Student:</b>	Have students Read and Represent by completing the assignment found on the student handout "Express Yourself."
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**Directions:** Select one of the ethical responsibilities of child care and education professionals to investigate and interpret. Read about the responsibility in available references to help you think about what the responsibility really means. Then, select one of the following way of interpreting information and present what the responsibility means using that medium. Be prepared to share your "representations" with the class.

Acronym	Hat	Poster
Acrostic	Idea Map	Puppet
Advertisement	Interview	Puzzle
Brown Bag Design	Jingle	Questionnaire
Basket	Letter	Rap
Brochure	Mask	Recipe
Cartoon	Mobile	Role Play
Collage	Model	Sample
Costume	Monologue	Scenario
Display	Music	Scrapbook
Doll	Mystery	Silent Demon
Drawing	News Clipping	Slides
Editorial	Object	Slogan
Flannel Board	Original Art	Song
Flash Cards	Overlays	Storyboard
Graffiti	Photograph	Storybook
Graph	Poem	Time Capsule

# Read and Represent and Gallery Walk Exercise

## Directions:

1. **Read** your article from “I Didn’t Know That----Why We Say the Things We Say”.
2. Draw a picture to **Represent** what you have read.
3. Place your assigned number in the lower right-hand corner of your paper.
4. Display your art work in the “Gallery”.
5. Talk a **Gallery Walk** around the exhibits and try to match the following phrases with the numbered pictures.

## Exhibit Numbers:


- |           |           |
|-----------|-----------|
| 1. _____  | 16. _____ |
| 2. _____  | 17. _____ |
| 3. _____  | 18. _____ |
| 4. _____  | 19. _____ |
| 5. _____  | 20. _____ |
| 6. _____  | 21. _____ |
| 7. _____  | 22. _____ |
| 8. _____  | 23. _____ |
| 9. _____  | 24. _____ |
| 10. _____ | 25. _____ |
| 11. _____ | 26. _____ |
| 12. _____ | 27. _____ |
| 13. _____ | 28. _____ |
| 14. _____ | 29. _____ |
| 15. _____ | 30. _____ |

## Phrases:

- |                            |                             |
|----------------------------|-----------------------------|
| a. As the Crow Flies       | p. Nest Egg                 |
| b. Ballpark Number         | q. Nip it in the Bud        |
| c. Chess Pie               | r. Off-the-Cuff             |
| d. Deadbeat                | s. On the Nose              |
| e. Fighting Fire with Fire | t. Pot Luck                 |
| f. Freeloader              | u. Powwow                   |
| g. Getting Your Goat       | v. Quarantine               |
| h. High on the Hog         | w. Rings True               |
| i. In the Hole             | x. Rule of Thumb            |
| j. Knock on Wood           | y. Skeletons in the Closet  |
| k. Know ‘um Like a Book    | z. Slush Fund               |
| l. Lame Duck               | aa. Southpaw                |
| m. Limelight               | bb. Up for Grabs            |
| n. Loophole                | cc. Y’all                   |
| o. Nepotism                | dd. Too Many Irons the Fire |

## 43. Say Something

<b>Description:</b>	Before a <b>Say Something</b> , the teacher tells students what she wants them to say after a small chunk of text or short excerpt is read. When the teacher or a student finishes reading, students say something to one another, such as a short summary, a reaction, a question, the most important thing learned, etc. A <b>Say Something</b> encourages students to talk as a way to process course information. Research shows that student comprehension improves by 50% when they are asked to read or listen and purposefully talk about what they've read or heard.
<b>CTE Course: 7111</b>	Early Childhood Education I
<b>Objective: 3.02</b>	Understand how to select and use teaching methods.
<b>General Literacy Strategy</b>	

<p><b>Instructions to Student:</b></p> 	<p>Follow the steps in Part 1 of “Ways Children Learn” and “The Role of Play Materials” of Teacher’s Guide to PowerPoint Presentation—“Teaching Young Children” (Appendix 3.02A) to show the PowerPoint and facilitate activities to engage students.</p> <p>Use the Say Something literacy strategy to have students think of answers to questions related to the content of the presentation. Have them write in their Learning Logs and share at designated times with someone sitting nearby.</p>
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## 44. T-Chart

<b>Description:</b>	A <b>T-Chart</b> is a double-entry chart with two columns that looks like the letter "T". One use of the entry is for note-taking (also called Cornell notes) where the student records main ideas on one side and details on the other. Typically the left-hand side of the chart is used for information from the text while the right-hand side is for student response and thinking. It might include student opinions, reflections, connections, concerns, questions, or reactions.
<b>CTE Course: 7111</b>	Early Childhood Education I
<b>Objective: 10.01</b>	Understand career trends and opportunities in early childhood education.
<b>General Literacy Strategy</b>	

<b>Instructions to Student:</b>	Have students do a T-Chart to list ECE careers (teaching and child care) and related careers (careers where one works with children, but not as a teacher or caregiver.)
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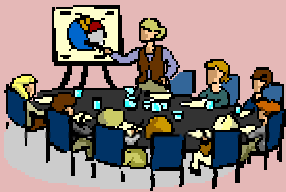
Appendix 10.01C

### Careers In and Related to Early Childhood Education

IN		RELATED TO
List careers in early childhood education:		List careers related to early childhood education:
Director		Amusement park guide

## 45. Think Aloud


<b>Description:</b>	<b>Think Aloud</b> is explicit modeling in which teachers share with students the Cognitive process and thinking they go through as they read.
<b>CTE Course: 7111</b>	Early Childhood Education I
<b>Objective: 1.02</b>	Understand the habits of successful people and strategies for personal growth.
<b>General Literacy Strategy</b>	

<p><b>Instructions to Student:</b></p> 	<p>Print on card stock, cut apart, and give each student a bookmark made from Appendix 1.02C, "Think Aloud Bookmark."</p> <p>Have each student read Sean Covey's The 7 habits of Highly Effective Teens, pages 31-46, and select a minimum of 4 of the open-ended statements to respond to in writing on separate paper as they read. Share responses aloud to compare students' ideas.</p>
--	---

Think Aloud	Think Aloud	Think Aloud
I predict that. . . .	I predict that. . . .	I predict that. . . .
I learned an important life lesson when . . .	I learned an important life lesson when . . .	I learned an important life lesson when . . .
I imagine that. . . .	I imagine that. . . .	I imagine that. . . .
Once when I decided to face my fears, I. . . .	Once when I decided to face my fears, I. . . .	Once when I decided to face my fears, I. . . .
This reminds me of . . . .	This reminds me of . . . .	This reminds me of . . . .
The thing I like most about myself is.	The thing I like most about myself is.	The thing I like most about myself is.
A question I would love to have answered is. . .	A question I would love to have answered is. . .	A question I would love to have answered is. . .
The thing I would most like to change about myself is . . .	The thing I would most like to change about myself is . . .	The thing I would most like to change about myself is . . .
The main idea in this reading is . . .	The main idea in this reading is . . .	The main idea in this reading is . . .
I think the most helpful strategy for my personal growth is . . .	I think the most helpful strategy for my personal growth is . . .	I think the most helpful strategy for my personal growth is . . .
I wonder . . .	I wonder . . .	I wonder . . .

## 46. Ticket In—Ticket Out (Admit Slips and Exit Slips)

<b>Description:</b>	<p><b><i>Ticket In or Admit Slips:</i></b> Students reflect on their experiences with their homework assignments from the previous night, or response to a prompt and give them to their teacher at the beginning of class. Teachers collect and respond to these at the beginning of class to clarify homework issue and to set up the lesson for the day.</p> <p><b><i>Ticket Out or Exit Slips:</i></b> Short prompts given to students for a focused writing that will give the teacher feedback about their learning. It can also be used the following day to review and synthesize learning before moving on.</p>
<b>CTE Course: 7111</b>	Early Childhood Education I
<b>Objective: 4.01</b>	Understand techniques for communicating expectations and setting limits.
<b>General Literacy Strategy</b>	General Literacy Strategy

<p><b>Instructions to Student:</b></p> 	<p>Begin and end the class period with a Ticket In and Ticket Out. Give students a blank Ticket In as they arrive. As you complete each step in the demonstration, ask questions as directed and pause to allow student to record their responses on their Tickets In.</p>
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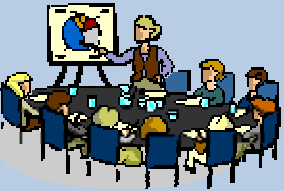
## 47. 3-2-1 Response

<b>Description:</b>	Students use the <b>3-2-1- Response</b> to write down things they learn from reading a text or questions they have after reading the text. Example: <ul style="list-style-type: none"> <li>• 3 things I found out</li> <li>• 2 interesting things</li> <li>• 1 question I still have.</li> </ul>
<b>CTE Course: All</b>	All
<b>Objective: All</b>	N/A
<b>General Literacy Strategy</b>	

	<h3>3 Things I Found Out</h3>
	<h3>2 Interesting Things</h3>
	<h3>1 Question I Still Have</h3>

## 48. Venn Diagrams

<b>Description:</b>	A <b>Venn Diagram</b> is a graphic organizer to help students organize information by comparison and contrast
<b>CTE Course: 7711</b>	Masonry I
<b>Objective: 3.01</b>	Understand safety in masonry construction.
<b>RBT Category:</b>	Understand
<b>RBT Subcategory:</b>	Compare

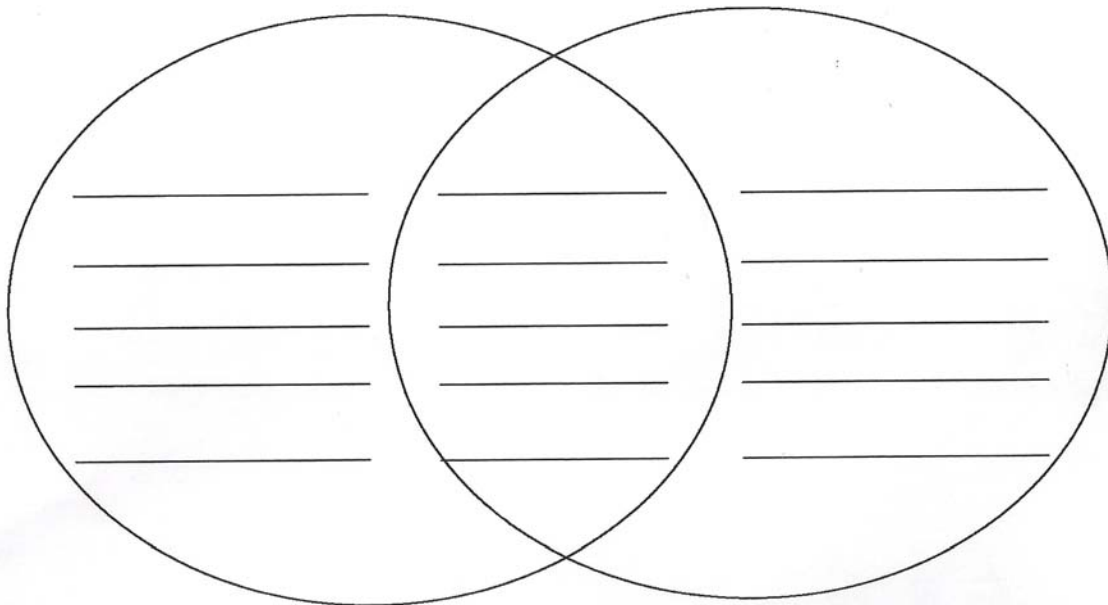
<b>Instructions to Student:</b> 	<p>List workers rights and responsibilities in the left column and employers' rights and responsibilities in the right column. Any that apply to both parties should be listed in the center column.</p>
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### Introduction to OSHA

Instructions: List workers rights and responsibilities in the left column and Employers rights and responsibilities in the right. Any that apply to both parties should be listed in the center column.

Workers rights & responsibilities

Employers rights and responsibilities



## 49. Vocabulary Strategies (Recipes)

<b>Description:</b>	<b>Vocabulary Strategies</b> use context clues or word structure to determine meanings.
<b>CTE Course: All</b>	All
<b>Objective: All</b>	N/A
<b>General Literacy Strategy</b>	



### Vocabulary Casserole

#### Ingredients Needed

- 20 words no one has ever heard before in his life
- 1 dictionary with very confusing definitions in it
- 1 matching test to be distributed on Friday
- 1 teacher who just wants students quiet on Mondays copying words

Mix 20 words onto blackboard. Have students copy each word and then look them up in the dictionary. Make students copy down all the definitions. For a little spice, require that students write words in sentences. Leave alone all week. Top with a boring test on Friday.

Perishable. This casserole will be forgotten by Saturday afternoon.  
Serves: No one



### Vocabulary Treat

#### Ingredients Needed

- 5-10 great words that you really could use
- 1 thesaurus
- map colors and chart paper
- 1 game like Jeopardy or Bingo
- 1 teacher who thinks learning is supposed to be fun.

Mix 5 to 10 words into the classroom. Have students test each word for flavor. Toss with a thesaurus to find other words that mean the same. Write definitions on chart paper and let students draw pictures of words to remind students what they mean. Stir often all week by a teacher who thinks learning is supposed to be fun. Top with a cool game on Fridays like Jeopardy or Bingo to see who remembers the most!

Serves: Many

## 50. Word Map

<b>Description:</b>	A Word Map is a vocabulary strategy for visually mapping key elements associated with new vocabulary.
<b>CTE Course: All</b>	All
<b>Objective: All</b>	N/A
<b>General Literacy Strategy</b>	

**word Map**

synonyms

antonyms

Other forms of the word:

Vocabulary Word, Part of Speech,  
and definition(s)

Sentence or phrase from text:

My own sentence:

My association, sketch, example:

# Suggestions for Fitting Literacy Strategies into Your Lesson Plan

<p><b>Cooperative Learning:</b>  Class Presentation  Gallery Walk  Pair and Share  Pairs Read  Read, Pair, and Share  Think, Ink, Pair and Share  Think, Pair and Share  Write, Pair and Share</p> <p><b>Graphic Organizers:</b>  Compare and Contrast Charts  Concept Circles  Concept Definition Map  Concept Ladder  Directed Reading/Thinking Activity  Fish Bone  Flow Chart  Frayer Model  Foldables  KWL  Venn Diagram</p> <p><b>Independent Practice:</b>  Activity Search  Affinity  Analogy Statements  Bookmarks  Cause and Effect  Cloze Procedure  Context Redefinition  List-Group-Label  Pro and Con Chart</p> <p><b>Introducing New Material:</b>  Anticipation Guides  Ticket In (Admit Slip)</p>	<p><b>Note-Taking:</b>  Cornell Note-Taking  Double-Entry Diaries  Three-Column Note-Taking  Two-Column Note-Taking  T-Chart</p> <p><b>Reading:</b>  BDA Framework for Reading  I Wonder  KWL  Marking the Text  Read Aloud  Read and Represent  Say Something  Skimming and Scanning  Think Aloud</p> <p><b>Review and Closure:</b>  Acrostic  Alphaboxes  Popcorn Review  Ticket Out (Exit Slip)  Three-Two-One Response</p> <p><b>Rules and Procedures:</b>  Bell Work</p> <p><b>Vocabulary:</b>  Crossword Puzzles  Vocabulary Recipes  Word Map</p> <p><b>Writing:</b>  Fast Write  GIST  Journal Writing  Learning Logs  Paraphrase  RAFT</p>
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## Part 5: Sample 90 Minute Lesson Plan

*Are you teaching for accomplishment or just telling the students what to do?*

**Course or Subject Name:** 6626 Strategic Marketing

**Date:** August 25, 20XX

**Objective:** 2.02 Apply procedures used to complete the consumer and business buying decision process.

<p><b>Focus and Review:</b> <i>How will you get your students excited about today's lesson?</i></p>	<p><b>Min.</b></p> <p>5</p> <p>8</p>	<p><b><u>Review from yesterday:</u></b></p> <ul style="list-style-type: none"> <li>• <b>Objective 2.01:</b> Understand consumer and business buying behavior.</li> <li>• <b>Bell Work Activity:</b> * <b>Ticket In:</b> Briefly summarize consumer buying behavior. Call on volunteers to share their responses.</li> </ul> <p><b><u>Focus for today:</u></b></p> <ul style="list-style-type: none"> <li>• <b>Essential Question:</b> How do consumers apply the buying decision process for a product?</li> <li>• <b>Concept Ladder:</b> Ask volunteers to recall a recent purchase. Use a Concept Ladder to respond to the following questions.               <ol style="list-style-type: none"> <li>1. How did they know they needed the product?</li> <li>2. How did they learn about the product?</li> <li>3. What were the alternatives to the product chosen?</li> <li>4. How did they make the purchase decision?</li> <li>5. How satisfied have they been with the product?</li> <li>6. Have they told others about their experience.</li> </ol> </li> </ul>
<p><b>Statement of Objectives:</b> <i>What do you want your students to know and be able to do?</i></p>	<p>2</p>	<p><b>Objective 2.02:</b> The student will be able to apply procedures used to complete the consumer and business buying decisions process.</p>
<p><b>Instructional Presentation:</b> <i>How will you model and teach the new skill or information?</i></p> <ul style="list-style-type: none"> <li>• Adaptations for students with learning disabilities:</li> <li>• Extensions for gifted students</li> <li>• Possible connections to other subjects</li> </ul>	<p>15</p> <p>Before Reading</p>	<p><b>Talking Points:</b> Consumers generally follow a process or a set of steps to reach a buying decision. The steps in the consumer buying decision process include:</p> <ol style="list-style-type: none"> <li>1. Recognize needs</li> <li>2. Conduct an information search.</li> <li>3. Evaluate alternatives.</li> <li>4. Make a purchase decision.</li> <li>5. Analyze post purchase behavior.</li> </ol> <p><b>Demonstration:</b> Use the "Flow Chart for the Consumer Buying Decisions Process" to illustrate the process.</p> <p><b>Power Point:</b> Facilitate a discussion using Slides 8-23 of the Chapter 5 Power Point.</p> <p><b>Reading Assignment:</b> Have students read pages 146-152 in MARKETING textbook.</p>

	<b>During Reading</b>	<b>Cornell Note-taking:</b> Have students take notes from their reading using a 3-column note-taking strategy.
<b>Guided Practice:</b> <i>How will you and your students practice the new skill together, repeatedly?</i>	<b>15</b>  <b>After Reading</b>	<b>Foldable:</b> Layered Look—Students will use their notes, etc. to prepare a “Layered Look” foldable to identify and describe the five steps of the consumer buying decision process.
<b>Independent Practice:</b> <i>What will you have your students practice independently while you monitor and provide for individual needs?</i>	<b>15</b>	<b>Graphic Organizer:</b> Have each students complete the Flow Chart for Consumer Buying Decision Process for one of the following purchases: <ul style="list-style-type: none"> <li>• Purchasing a laptop</li> <li>• Purchasing jeans</li> <li>• Choosing a college</li> <li>• Buying a care</li> <li>• Purchasing a cell phone</li> </ul>
<b>Summary and Closure:</b> <i>Return to the lesson objective. How will you check for understanding?</i>	<b>15</b>	<b>Alphaboxes:</b> Use the Alphabox template to review key points of the lesson.  <b>Exit Slips:</b> Have students identify “muddy points”, questions about the lesson, etc. and turn in as they are leaving the classroom. (These issues will be addressed at the beginning of class tomorrow.  <b>Homework:</b> Have students complete their Graphic Organizer for homework if they did not finish in class.
<b>Evaluation and Assessment:</b> How will you evaluate student performance? (A formative assessment could be given here.)	<b>15</b>	<b>Fish Bowl:</b> Have students draw review questions from the Fish Bowl on Objectives 2.01 and 2.02.  <b>Waging Points:</b> If time permits, using the Waging Points strategy to determine student performance in questions from the test item bank.
<b>Resources:</b>	<b>NA</b>	<b>Textbook:</b> Marketing, 9 <sup>th</sup> edition, Cengage Learning. <b>Instructional Materials:</b> Flow Chart for the Consumer Buying Decisions Process (Curriculum Guide) <b>Power Point:</b> for Chapter 5
<b>Supplies and Materials:</b>	<b>NA</b>	<b>Tickets In</b> <b>Handouts:</b> Concept Ladder, Flow Chart for the Consumer Buying Decision Process <b>Textbook:</b> MARKETING, p. 146-152 <b>Notebook Paper:</b> (for note-taking) <b>Paper:</b> for foldables <b>Alphaboxes Template</b> <b>Exit Slips:</b> (small slips of paper) <b>Fish Bowl and Review Questions</b> <b>Waging Points Template</b>

# Lesson Plan

Course Name: \_\_\_\_\_ Date: \_\_\_\_\_

Objective: \_\_\_\_\_

<b>Focus and Review:</b> <i>How will you get your students excited about today's lesson?</i>	
<b>Statement of Objectives:</b> <i>What do you want your students to know and be able to do at the end of today's lesson?</i>	
<b>Instructional Presentation:</b> <i>How will you model and teach the new skill or information?</i> <ul style="list-style-type: none"> <li>• Adaptations for students with learning disabilities:</li> <li>• Extensions for gifted students</li> <li>• Possible connections to other subjects</li> </ul>	
<b>Guided Practice:</b> <i>How will you and your students practice the new skill together, repeatedly?</i>	
<b>Independent Practice:</b> <i>What will you have your students practice independently while you monitor and provide for individual needs?</i>	
<b>Summary and Closure:</b> <i>Return to the lesson objective.</i> <i>How will you check for understanding?</i>	
<b>Evaluation and Assessment:</b> <i>How will you evaluate student performance? (A formative assessment could be given here.)</i>	

# Notes



## Part 6: Resources

A Taxonomy for Learning, Teaching, and Assessing, Lorin W. Anderson

Differentiated Instructional Strategies, G. Gregory and C. Chapman

Do I Really Have to Teach Reading?, Cris Tovani

Finders & Keepers: Helping New Teachers Survive & Thrive In Our Schools

Fundamentals in the Sentence Writing Strategy, Jan B. Sheldon, J. Schumaker

Integrating CTE and Academics, Techniques, December, 2008

If They Are Laughing They Just Might Be Listening, Elaine Lundburg

I Read It, but I Don't Get It, Chris Tovani

Literacy Across the Curriculum, SREB

Literacy Strategies for the CTE Classroom: Increase Student Engagement and Comprehension, Vicki Smith

North Carolina CTE Curriculum Guides for Computer Applications I, Early Childhood Education I, Strategic Marketing, and Masonry I

Reading in the Content Area

Reading With Meaning, Debbie Miller

Recipes for Great Teaching, Anita Moultrie Turner

Strategies That Work, Harvey and Anne Goudvis

Teaching Smarter, Sandy LaBelle

Teaching Smarter II, Sandy LaBelle

Teaching Tips from Your One-Minute Mentor, Arnie Blanco

The First Days of School, Harry Wong

The Workplace Writing Journal, Theresa Spangler

Tools for Teaching Content Literacy, Janet Allen

You Have to Go to School—You're the Teacher!, R. Rosenblum-Loweden

What Successful Teachers Do, Neal Glasgow and Cathy D. Hicks

When Kids Can't Read: What Teachers Can Do, Kylene Beers

Writing in the Content Area

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To download materials used in today's workshop,  
go to the Northeast CTE Region Website:

[www.northeast-cte.org](http://www.northeast-cte.org)

Click on "Literacy Resources" and download